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ACTIVITIES OF THE ELEMENTARY SCHOOL PRINCIPAL FOR THE IMPROVEMENT OF INSTRUCTION

THE KIND OF SUPERVISORY PROGRAM WHICH A CITY SUPERINTENDENT OF SCHOOLS SHOULD SET UP FOR HIS ELEMENTARY SCHOOL PRINCIPALS

BY

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W. P. D.

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ACTIVITIES OF THE ELEMENTARY SCHOOL PRINCIPAL FOR THE IMPROVEMENT OF INSTRUCTION

INTRODUCTION

Studies of the work of elementary school principals show that they spend the largest portion of their time in performing duties which may be classified as teaching, administrative, clerical, and extra-curricular and devote the smallest amount of their time, as a consequence, to activities which directly contribute to the improvement of classroom instruction.[1]

One of the probable reasons why principals do not give more time to improvement of instruction is that many of them do not understand the possibilities of the job. Another probable reason is that the average superintendent does not fully know the facts or entirely realize the meaning of the misappropriated time of his principals. The result is that he who rightfully bears the first responsibility for improving instruction has failed to designate and define the activities which he expects his principals to undertake. Furthermore, boards of education have neglected to encourage a proper distribution of the time of principals by emphasizing in their rules and regulations that aspect of the principals' work which is concerned with the improvement of instruction.[2]

Educational specialists believe that conditions should be so arranged that principals will give the major part of their time to carefully planned and systematically executed programs of activities, the purpose of which would be so to stimulate and direct the work of teachers that maximum results from schoolroom effort may be secured in the most efficient and economical manner.[3]

[1] Bates, Guy, "Functions of the Elementary School Principal." *Journal of Educational Method*, 4:179, January, 1925.

[2] Boggs, J., "School Board Regulations Concerning Elementary School Principal." *Elementary School Journal*, 20:731–32, June, 1920.
McClure, Worth, "The Functions of the Elementary School Principal." *Elementary School Journal*, 21:501–05, March, 1921.

[3] McClure, Worth, *loc. cit.*

A real necessity seems to exist for obtaining facts in regard to the practice of elementary school principals in improving instruction under varying school conditions, and for placing on the same a rating for importance and an approval for performance based on the judgments of educational specialists. This necessity appears even more urgent where the complex problem arises of differentiating the work of the principals from that of an increasing number and kind of school officials.

The purposes of this study are:

1. To find out the activities which elementary school principals in city school systems most frequently report for the improvement of instruction.
2. To point out the influence, if any, which the training, experience, and school conditions of the principals have upon the number and kind of activities undertaken.
3. To determine the relative importance of activities carried on for the improvement of instruction.
4. To set up a program of activities for the improvement of instruction, which may be recommended to boards of education, superintendents, principals, and teacher training institutions.

In this study an elementary school is defined as an organized unit of at least four elementary teachers and of four to eight grades of pupils. An elementary school principal is defined as the individual immediately in charge of teachers and pupils and responsible for the welfare of the school to a superintendent or his representative in a city system of schools.

CHAPTER I

THE PROCEDURE

PREPARING THE CHECKING LIST

The first task in connection with this study was to prepare a list of activities in a form convenient for principals to indicate, with a minimum of time and effort, what they actually do to improve classroom instruction. The checking list was chosen as the tool for securing the data because it seemed desirable to find out the number of principals who performed particular activities. The statement calling for a "yes" and "no" answer was used in order to make the data susceptible to tabular classification. It seemed necessary to spend much time upon the statement of the activity to make the meaning as clear as possible so that the understanding of the particular activity in question and the actual practice of the principal would reasonably agree.

The "checking list" was prepared in the following manner:

1. Books, magazines and bulletins were examined for the possibility of finding any suggestion of an activity that had been or might be performed for the purpose of improving classroom instruction. Each suggestion was written on a card, with a notation of its source. The literature consulted was limited to the last ten years.[1]

2. Fifteen principals in the vicinity of New York City were chosen after consultation with educational specialists. These principals were interviewed for the purpose of noting any activities which they might mention in addition to the list gathered from literature.

3. All these suggestions were stated in a declarative, verbal, present tense form with the thought in mind that the principal does some definite thing, e.g., suggests how to improve the study habits of pupils. This form seemed preferable to the infinitive, e.g., to suggest how, etc.; also to the noun or topical form, e.g., suggestions of how, etc.

[1] See Bibliography in Appendix, page 93.

4. The list of activities was submitted to interested associates in order to test the clearness of statements. Criticisms were accepted for improvement in choice and order of words.

5. The activities were classified into six sections.

6. The "checking list" was used in mimeographed form for a trial study with principals and superintendents of schools at Teachers College during the Summer Session of 1925.[2]

This study was valuable in pointing out the futility of a seven column method of checking to indicate whether the activity was performed by the principal alone or with the assistance of others. The preliminary study also led to the elimination of some activities, to change in wording of others, and rearrangement of the sections.

7. A printed form of activities was finally prepared.[3] This included 208 activities, as follows:

A. Improving Technique of Teaching—61 activities.
B. Improving Teachers in Service—36 activities.
C. Improving Classification and Promotion of Pupils—42 activities.
D. Improving the Curriculum—27 activities.
E. Improving the Selection and Use of School Supplies—11 activities.
F. Improving General School Conditions—31 activities.

No one philosophy of education was permitted to influence the choice of activities. No attempt was made to include all the activities which elementary principals should do to improve instruction. Space was allowed for adding activities not on the list. No implication was made that any one principal had done or should be able to do all the activities of the list. No intent existed to find out the degree of perfection or success with which principals performed the activities. It was sufficient for the purpose of the study that principals recognized in the statement of the activity something which they had done, rather than what they could do or hoped to do.

In the final selection of activities, preference was given to those activities which could be more readily observed in performance, or which could be more easily verified by means of objective evidence. Activities involving the collection and interpretation of detailed data about the conditions of the school were

[2] For sample of form used, see page 71. [3] See page 72.

considered especially desirable. The use of the term "definite study" was introduced for this purpose.

COLLECTING DATA FROM PRINCIPALS

The decision was made to secure the interest of as large a number of principals as possible in reporting their activities for the improvement of instruction. Through the courtesy of the Department of Elementary School Principals, National Education Association, copies of the "checking list" were sent to all of its members in the fall of 1925. The President of the Department, Ide G. Sargent, included an accompanying letter,[4] urging coöperation in the study. Names of principals were obtained from superintendents of schools in cities over 50,000 in population. Copies of the "list" were sent to a random selection of these principals. Copies were also sent to the principals of St. Louis, Seattle, Boston, and Schenectady at the request of the superintendents of these city school systems. In all, four thousand copies were sent through the mails to principals.

The directions for reporting were given a prominent place at the head of the list. The wording of these directions was the result of many trials with interested associates and of the trial study previously mentioned.

The reporters were asked to read the list carefully before beginning to answer, to check those activities "yes" or "no" in the performance of which they or their assistants as individuals or as members of committees had or did not have any important part, and to verify the checking by thinking of the possibility of furnishing satisfactory objective evidence of the performance of the activities.

After eliminating returns from those reporters who were not principals of at least a four-room elementary school in a city system, six hundred fifty-eight "checking lists" were found to be in suitable condition for the study. Twenty per cent of those receiving the "list" made some form of answer. This percentage of returns was considered satisfactory when the following facts were reviewed:

1. Many principals retained the list for reference purposes. A complimentary copy probably should have been sent.

2. The checking of the list at first sight appeared to be a "formidable" task; yet some principals were able to complete the work in a half hour's time. Many principals expressed much personal

[4] See letter, page 80.

satisfaction and benefit from checking the list. Probably one or more sections of the list should have been omitted.

3. The lists were sent out during the busy months of November, December, and January. Complications probably would have been avoided if the lists had been available to principals earlier in the school year.

4. Principals had received many recent requests for detailed information about their schools. Some principals expressed much annoyance at the frequency of questionnaires.

5. The lists were sent to principals without any suggestion to superintendents that they urge coöperation within their school systems. The superintendents of St. Louis, Seattle, Boston, and Schenectady voluntarily requested copies of the list for distribution to all their principals, and took an interest in having the lists checked according to the purpose and spirit of the investigation. Probably superintendents should have been appealed to for their interest and help.

6. Principals' clubs were not solicited for assistance. Several clubs voluntarily gave helpful suggestions. It might have been wise to get in touch with principals' clubs at the very beginning of the study.

7. Copies of the list were sent without any attempt to discover the qualifications of the prospective reporters, such as number of years in position, hours for regular teaching duties, etc. Some reporters wrote that they were principals only in name, and were loath to check so few activities. If a high percentage of returns had been especially desirable, the fact that the principal was located in an unfavorable situation should have been discovered and allowed to affect the list of solicited reporters. The writer is pleased that a large number of principals courageously checked the list even if they felt that such checking did not properly represent what they were able or willing to do.

NATURE OF SAMPLING

The following facts appear to justify the statement that the returns from the questionnaires represented a satisfactory sample of the situation being studied.

1. The principals who reported were well distributed over the United States,[5] forty-one states being represented.

[5] Table 17, page 84.

a. The percentage of reporting principals in the various census regions of the United States corresponded closely with the percentage distribution of principals in these regions.[6]

b. The percentage of reporting principals in cities of various population classes compared favorably with the percentage of urban population in these classes.[7] The greatest negative difference existed for cities of 10,000 to 30,000 population (13 per cent), and the greatest positive difference existed for cities of over 100,000 (13.5 per cent). The desire was to reach cities of 50,000 population, or more.

2. Various kinds, amounts, and degrees of remoteness of training were shown in the qualifications of the principals.

a. Ten and eight-tenths (10.8) per cent of the principals were graduates of high schools; thirty-four and two-tenths (34.2) per cent, of normal schools; twenty-six and one-tenth (26.1) per cent, of academic colleges; and twenty-four and nine-tenths (24.9) per cent, of colleges of education.[8]

b. Thirty-one and seven-tenths (31.7) per cent of the principals had bachelor's degrees; nineteen and four-tenths (19.4) per cent, master's degrees; one and two-tenths (1.2) per cent, doctor's degrees; and forty-seven and four-tenths (47.3) per cent, no degrees.[9]

c. The highest degree possessed by principals had been granted to one fourth of the principals in the year 1905 or previously; to one half of the principals in the year 1916 or previously; and to three fourths of the principals in the year 1923 or previously.[10] Twenty and two-tenths per cent of the principals had received their highest degrees since they had become principals, eight and nine-tenths per cent having gained master's degrees.[11]

3. The kind and amount of experience greatly varied among the principals.

a. One fourth of the principals had had two years or less of experience as elementary teachers; one half, eight years or less; three fourths, seventeen years or less. Of eighty-six principals who had not been elementary teachers, sixty-two

[6] Table 18, page 84.
[7] Table 19, page 85.
[8] Table 20, page 85.
[9] Table 21, page 86.
[10] Table 22, page 86.
[11] Table 23, page 87.

had had experience as high school teachers or principals, sixteen as superintendents and eight in other capacities.[12]

b. One fourth of the principals had been in charge of elementary schools for five and eight-tenths (5.8) years or less, one half for eleven years or less, and three fourths for nineteen and one-tenth (19.1) years.[13]

c. The first quartile principal had been in his present position for three and four-tenths (3.4) years; the median principal for six years, and the third quartile principal for thirteen and nine-tenths (13.9) years.[14]

4. School conditions were well sampled in varying sizes of schools, amount of other work, kind of assistance given, and source of supervisory advice.

a. One fourth of the principals had charge of a school of fourteen teachers or less, one half had charge of twenty teachers or less, and three fourths had charge of twenty-eight teachers or less.[15]

b. Twenty-five per cent of the principals had regular teaching duties.[16]

c. Nineteen and nine-tenths (19.9) per cent of the principals had one or more full-time assistant principals, and four and eight-tenths (4.8) had one or more part-time assistant principals. Thirty-six and three-tenths (36.3) per cent of the principals had one or more full-time office clerks, and eleven and eight-tenths (11.8) per cent had one or more part-time clerks.[17]

d. Ninety-four (94) per cent of the principals reported that music supervisors visited their schools for the purpose of giving advice concerning the improvement of instruction, eighty-seven and six-tenths (87.6) per cent reported drawing supervisors, seventy-nine and eight-tenths (79.8) per cent reported physical education supervisors, fifty-four and nine-tenths (54.9) per cent reported primary supervisors, fifty-one (51) per cent reported assistant superintendents, and forty-nine and six-tenths (49.6) per cent reported superintendents.[18] Twenty-seven and nine-tenths (27.9) per cent of the school officials reported as giving the greatest assistance in improv-

[12] Table 24, page 87.
[13] Table 25, page 88.
[14] Table 26, page 88.
[15] Table 27, page 89.
[16] Table 28, page 89.
[17] Table 29, page 90.
[18] Table 30, page 90.

ing instruction were superintendents, twenty-two and five-tenths (22.5) per cent were assistant superintendents, and twenty-six and three-tenths (26.3) per cent were primary supervisors.[19]

5. The financial inducement to carry on the work of the principal ranged from twelve hundred ($1,200) to six thousand five hundred ($6,500) dollars, with a median salary of two thousand nine hundred forty-four dollars ($2,944).[20]

VERIFICATION AND CORRECTION OF DATA FROM PRINCIPALS

The plan of the study called for a verification of the activities of the principals as checked on the "list." The writer personally visited fifty-two principals selected at random in the vicinity of New York City. The purpose of the visit was stated and the further coöperation of the principal was requested in the cause of scientific inquiry. An extra copy of the list was given to the principal with the request to answer "yes" or "no" orally. A code was used on the list, originally checked by the principal, to indicate whether the answer was the same or changed. The meaning of those activities which seemed not to be fully understood was carefully explained. No knowledge of the previous answers was permitted until the "rechecking" was finished. Sufficient time had elapsed since the original checking had been done that no possible chance existed for remembering the exact answer for each activity.

The interviewer was much impressed by the attitude of the interviewees. They appeared very anxious to report their actual practice. In fact the majority so far caught the significance of the personal visit that they sought to present as far as possible objective evidence that they, at some time in the near past, had carried out the activity. The assistant principal and office clerk were called into the interview if they had shared previously in answering the inquiry.

A correction factor for each activity was determined in the following manner. The net number of "yes" answers to be added or subtracted was found. It was assumed that if all the principals had been personally interviewed, they would have changed their "yes" answers in the same proportion as the fifty-two interviewed principals. A correction factor thus computed for each activity

[19] Table 31, page 91. [20] Table 32, page 91.

was used to determine the number of principals who actually performed the activity. The percentage of principals answering "yes" was changed accordingly. This percentage with its relative rank was used to indicate what was conveniently called the possibility of performance. The latter was helpful in determining the program of the principal, as stated in a later chapter.

The average change in number of "yes" checkings was comparatively small. The average net gain in "yes" answers for seventy-two activities was sixty-three, the average net loss for one hundred eleven activities was eighty-three, and for twenty activities there was no loss or gain.[21] The average net change was ten per cent of the total number of possible answers.

There is evidence that the original answers possess some degree of reliability for use in comparative studies of the influence of principals' qualifications and school conditions upon the number and kind of activities performed. Some of this evidence is as follows:

1. There seemed to be no wholesale disposition to check all the activities "yes." For example, the median number of "yes" checks for any activity in section A (Technique) was 28, first quartile 18, third quartile 37, or 45.9%, 29.5% and 60.6%, respectively, of the sixty-one activities. The median number of "yes" checks for any activity in section B (Teachers) was 15, first quartile 10, third quartile 19, or 41.6%, 27.7% and 52.7%, respectively, of the 36 activities. The median number of "yes" checks for any activity in section C (Classification) was 18, first quartile 12, third quartile 24, or 42.8%, 28.5% and 57.1%, respectively, of the 42 activities.

2. No general attitude seemed to exist to check those activities which were recognized by the educational specialists as especially important, without reference to what the actual practice was in the case of the reporter. For example, only 1.6% of the activities in section A (Technique) which were rated above major importance by the specialists, were checked "yes" by 75% or more of the principals, 22.9%, 24.6% and 13.1% being the percentages respectively for 50–74%, 25–49% and 0–24% of the principals.

3. No general disposition seemed to prevail to check the activities without some attempt to recognize the difficulty, unusual character, or questionable practice of the activity. For example,

[21] See Table 33, page 92.

those principals who checked at least 45 out of the 61 activities in section A (Technique) tended strongly to omit the following activities:

Prepares a series of practice materials (19).[22]
Prepares illustrative lesson plans (34).
Causes records of projects to be made (6).
Prepares series of typical assignments (37).
Uses chart for checking pupil and teacher activities (43).
Gives summary of observations to teachers (46).
Writes letters to teachers summarizing suggestions (47).
Organizes experiments (61).

4. No general carelessness seemed to exist in checking or omitting to check activities without some attempt to understand which activity was being checked. For example, the number of "yes" checks for activities listed as 25 to 40 were respectively as follows: 190, 452, 411, 268, 326, 234, 268, 217, 356, 139, 92, 108, 60, 314, 262, 153.

5. A study was made of those principals who checked at least 45 out of the 61 activities in section A (Technique) and those who checked less than 15 activities. The qualifications and school conditions of each principal were analyzed critically to decide whether or not the qualifications justified the large number or the small number of "yes" checks. The number of principals who exaggerated the situation equaled the number who modestly represented the situation. The frailties of human nature apparently, in the case of questionnaires, are taken care of by a normal distribution of the reporters.

COLLECTING DATA FROM EDUCATIONAL SPECIALISTS

The decision was made to request a large number of educational specialists to rate each activity for its importance in a program of improving classroom instruction. A list was prepared which included those specialists who had contributed to educational literature dealing with the work of the elementary principal and the improvement of instruction, or who were giving professional courses of this nature, or who were otherwise in intimate contact with the problem. Copies of the "checking list" were sent to

[22] Figures in parentheses stand for the number of the activity as arranged on checking list, page 59. See full statement of activity on page 60.

ninety specialists.[23] They were asked to express their judgments by using a five-point rating scale as follows:

1. Greatest or supreme importance.
2. Major importance (between greatest and average importance).
3. Average or median importance.
4. Minor importance (between average and no importance).
5. No importance.

It seemed desirable to ask the same educational specialists to check "yes" or "no" those activities which superintendents of city schools should delegate to their elementary principals or for which superintendents should hold their principals responsible. They were requested to assume that superintendents wished to delegate activities on the basis of the greatest economy and efficiency, and that it was possible and feasible for superintendents to make the conditions favorable for the performance of the activities if it seemed desirable to include the activities in the work of the principal.[24]

Forty-four specialists generously coöperated and made returns of a usable kind.

The ratings for importance were averaged and the rank of each activity was thereby obtained.

The percentage of specialists favoring the selection of an activity was computed and the rank for desirability or "what should be" was thus determined.

SUMMARY OF CHAPTER I

The purpose of the study was to set up for the guidance of city superintendents and elementary principals a program of activities for the improvement of instruction, evaluated for importance, desirability, and possibility of performance. A "checking list" of two hundred eight activities, classified into six sections: Technique, Teachers, Classification of Pupils, Curriculum, Supplies, and General School Conditions, was sent to elementary school principals. Six hundred fifty-eight lists were returned in usable form, representing about twenty per cent of the number submitted for checking. This return seemed to be satisfactory in the light

[23] See List of Educational Specialists Coöperating, page 80.

[24] See Directions to Specialists, page 81.

of conditions governing the study. The data concerning the qualifications, experience, school conditions, and salary of principals reporting, indicated a random sampling of the varied situations in which principals undertake to improve instruction.

Forty-three educational specialists responded to the request to rate on a five-point scale the activities of the "checking list." The average of these ratings was used to denote the rank of each activity for importance in improving instruction.

The same specialists selected those activities which they believed should be included in the work of the principal. The percentage of judges thus voting was utilized to express the rank of each activity for desirability.

CHAPTER II

THE ACTIVITIES OF THE ELEMENTARY SCHOOL PRINCIPAL—REPORTED, RATED AND SELECTED

REPORTING OF PRACTICE

Elementary principals were asked to indicate by checking the "list" "yes" or "no" whether they had or did not have any important part in the performance of the activities in the actual practice of improving classroom instruction.[1] The percentages of principals making "yes" reports were computed and these percentages were ranked from the highest to the lowest for each section of the "list" and for the "list" as a whole.[2]

Table 1 shows the percentage of activities of each section arranged according to percentage of principals answering "yes." No activity in section D (Curriculum) was reported to be the practice of at least 90 per cent of the principals, in contrast with 16.7 per cent of section B (Teachers); 68.8 per cent of section A (Technique) was reported by at least 50 per cent of principals, in contrast with 22.2 of section D (Curriculum); 96.7 per cent of section A was reported by at least 10 per cent of principals, in comparison with 63.7 per cent of section E (Supplies). Apparently principals attempted to improve instruction by doing more activities that may be listed under Technique than by doing those that may be listed under Curriculum or Supplies.

Activities are given below in two groups to show: (*a*) those most frequently reported by principals; (*b*) those least frequently reported by principals.

A. Improving Technique of Teachers.

a. Suggests how to adapt methods to individual differences[3] (9)[4]—80.5%.

[1] See Directions to Principals, page 72.

[2] See Ranks of Activities, page 59.

[3] See full statement of activity, page 59.

[4] Number assigned for identification, page 59.

Gives educational tests in 3rd, 4th, and 5th grades (55)—73.4%.
Same, in 6th, 7th and 8th grades (54)—70.8%.
Discusses special methods (4)—68.9%.
Suggests how to guide pupils in planning projects (7)—68.6%.
Suggests how to conduct types of lessons (26)—68.8%.

TABLE 1

COMPARISON OF THE PERCENTAGES OF ACTIVITIES REPORTED BY PRINCIPALS

PERCENTAGE OF PRINCIPALS	PERCENTAGE OF ACTIVITIES IN EACH SECTION CHECKED "YES" BY PRINCIPALS					
	A	B	C	D	E	F
90–99.9	6.6	16.7	14.3	0	7.1	13.3
80–89.9	21.3	19.5	26.2	0	18.2	26.6
70–79.9	31.1	30.6	35.7	7.4	18.2	43.3
60–69.9	50.8	41.7	40.5	11.1	36.4	43.3
50–59.9	68.8	47.3	50.0	22.2	36.4	46.6
40–49.9	77.0	58.4	64.3	22.2	54.6	56.6
30–39.9	85.2	66.7	66.2	40.7	54.6	66.6
20–29.9	90.1	75.0	71.0	70.4	54.6	83.3
10–19.9	96.7	83.3	82.9	88.9	63.7	90.0
0– 9.9	100.0	100.0	100.0	100.0	100.0	100.0

Table reads: 6.6% of activities in section A were checked "yes" by at least 90% of the principals, 21.3% by at least 80% of the principals, etc.

b. Prepares typical assignments for individual instruction (37)—9.1%.
Uses chart for checking activities of pupils and teachers (43)—13.6%.
Prepares lesson plans to show correlation (35)—13.9%.
Makes record of projects (36)—16.4%.
Writes letters to teachers (47)—20.0%.
Prepares illustrative lesson plans (34)—21.1%.

B. Improving Teachers in Service.

a. Encourages professional organizations (91)—95.1%.
Holds individual conferences (62)—92.5%.
Sends teachers to visit (71)—79.1%.
Holds group conferences (63)—72.4%.

b. Makes card catalogue of teaching problems (84)—3.9%.
Secures stenographic reports of lessons (78)—6.6%.
Secures substitutes for teachers on special assignments (88)—9.5%.
Secures stenographic reports of teachers' meetings (65)—12.4%.

C. Improving Classification and Promotion of Pupils.

a. Makes special promotions (113)—76.2%.
Arranges for physical examinations (114)—71.4%.
Gives educational tests to classify pupils (102)—70.3%.
Suggests how to improve attendance (131)—69.7%.

b. Makes statement of variations and adaptations for each class (139)—7.4%.
Classifies by home environment data (120)—10.3%.
Same, by special interests (125)—12.1%.
Records achievements in extra-curricular activities (137)—13.6%.

D. Improving the Curriculum.

a. Suggests parts to be emphasized (155)—53.7%.
Suggests minimum essentials (157)—52.5%.
Informs of changes which professors suggest (165)—48.0%.

b. Analyzes adult activities (144)—10.1%.
Puts scientific studies into usable form (149)—10.3%.
Collects opinions of laymen (163)—13.3%.

E. Improving Selection and Use of School Supplies.

a. Suggests how to use supplies (170)—73%.

b. Suggests how to score textbooks (174)—6.3%.

F. Improving General School Conditions.

a. Suggests how to improve discipline (185)—79.6%.
Suggests how to make program schedules (192)—74.8%.
Suggests how to improve appearance of rooms (183)—74.3%.

b. Scoring record blanks (188)—7.2%.
Determines individual load of work (197)—8.3%.
Plans "make-up" work (198)—12.9%.

CHECKING PRACTICE OF PRINCIPALS

Fifty-two principals were asked to report, in personal interviews, their school practice by answering "yes" or "no," after the mean-

ing of each activity was carefully explained. These answers were contrasted with those made previously by the same principals and the number of "yes" answers to be added to or subtracted from the original number was determined for each activity. This number was used as a correction factor for the answers of the 658 principals, under the assumption that, if all the reportees had been interviewed, this correction factor would have remained approximately constant. The percentage of principals performing each activity, with the correction factor taken into consideration, was found and the rank of frequency determined accordingly.

The greatest changes made—*a.* to higher percentages, *b.* to lower percentages, were as follows for each section:

A. Improving Technique of Teaching.
   - *a.* Suggests how to improve attitudes (13)[5].
     Discusses general principles (2)
     Suggests how to improve assignments (29)
     Suggests how to improve questioning (18)
     Changes emphasis on oral and written work (21)
     Suggests how to improve lesson plans (33)
   - *b.* Investigates study habits (15)
     Analyzes subject into activities for pupils and teacher (5)
     Studies pupils' attitudes (12)
     Studies methods of questioning (17)
     Studies value of devices (30)
     Studies special interests (10)

B. Improving Teachers in Service.
   - *a.* Gives demonstration lessons (76)
     Informs what requirements enter into estimation of work (80)
   - *b.* Calls for reports of experiments (70)
     Requires use of visiting outline (72)
     Encourages use of professional tests (94)

C. Improving Classification and Promotion of Pupils.
   - *a.* Classifies by school marks (119)
     Suggests how to improve attendance (131)
     Scores intelligence tests (103)
     Records mental age (105)
     Requires weak pupils to report (132)

[5] See full statement of activity, page 60.

b. Studies causes of absence (130)
Coaches pupils (136)
Does homogeneous grouping by educational quotient (118)
Plans periodical analysis of records (138)
Records educational age (107)
Gathers home data (116)

D. Improving the Curriculum.
a. Makes supplementary outlines (154)
Suggests how to organize extra-curricular activities (152)
Informs of changes which professors suggest (165)
b. Collects social science materials (148)
Lists projects by grades (146)
Describes moral situations (147)
Grades subject matter by pupil maturity (150)
Studies errors of pupils (160)
Prepares graded list of errors (161)

E. Improving Selection and Use of School Supplies.
a. Recommends textbooks (175)
b. Scores equipment (172)
Scores textbooks (173)
Lists books for appreciative reading (177)

F. Improving General School Conditions.
a. Suggests how to improve appearance of rooms (183)
Suggests how to improve discipline (185)
Reduces daily preparation of teachers (195)
b. Studies interruptions of school (199)
Studies school marks (190)
Determines total load of work (196)
Studies health conditions (186)
Recommends reduction of interruptions (200)

The above list of activities indicates:

1. Principals put a too strict interpretation upon those activities which implied the possibility of performance with a general knowledge of the situation, in contrast with detailed knowledge gathered from a carefully conducted analysis of the situation suggested in the preceding activity.
2. Principals put a too liberal interpretation upon those activities which called for scientific procedure in studying any given problem of the school.

The writer is satisfied that, with the correction factor taken into consideration, the relative frequency with which principals performed any activity of the list has been determined sufficiently well for practical purposes.

The following lists of activities are given to represent the practice of principals in improving instruction:

I. *Activities Reported by 75% of Principals*

A. Technique.
- Discusses principles of teaching (2)
- Discusses special methods (4)
- Suggests how to adapt methods to individual differences (9)
- Suggests how to improve attitudes (13)
- Suggests how to improve study habits (16)
- Suggests how to conduct types of lessons (26)
- Suggests how to improve lesson plans (33)
- Prescribes remedial procedure (58)

B. Teachers.
- Holds individual conferences (62).
- Holds group conferences (63)
- Sends teacher to visit (71)
- Shows how to organize routine work (90)
- Encourages professional organizations (91)

C. Classification of Pupils.
- Makes special promotions (113)
- Suggests how to improve attendance (131)
- Requires pupils to report (132)

E. Supplies.
- Suggests how to distribute supplies (170)

F. General School Conditions.
- Instructs janitor (181)
- Suggests how to improve appearance of rooms (183)
- Suggests how to improve discipline (185)
- Instructs how to make programs (192)

This list includes activities which are associated with the daily routine of the school and probably will not be questioned as within the practice of the average principal. The understanding of the full nature of some of the activities by principals and the skill with which these activities were carried on by them may be dis-

counted, if these activities are thought of in connection with scientific diagnosis and procedure, e.g., adaptation of methods to individual differences (9) and remedial procedure (58)

II. *Activities Reported by at least 50% but less than 75% of Principals*

A. Technique.
- Suggests how to stimulate purposeful activities (7)
- Suggests how to organize around problems (8)
- Suggests how to make use of special interests (11)
- Suggests how to develop skill in judging moral situations (14)
- Suggests how to improve questioning (18)
- Suggests changes in emphasis on oral and written work (21)
- Instructs concerning home work (23)
- Suggests how to conduct short period drives (24)
- Suggests how to conduct socialized recitation (27)
- Suggests how to improve assignments (29)
- Uses personal note-book (44)
- Suggests how to make use of devices (31)
- Analyzes observations (45)
- Suggests how to improve examination questions (49)
- Suggests how to improve marking of papers (50)
- Suggests how to prepare informal tests (52)
- Gives standard educational tests in 6th to 8th grade (54)
- Gives standard educational tests in 3rd to 5th grade (55)
- Makes diagnosis of errors (57)
- Suggests objective schemes for pupil progress (59)
- Studies educational tests to improve methods (60)

B. Teachers.
- Summarizes observations for teachers' meetings (66)
- Invites teachers to report visits (73)
- Arranges exchanges of visits (74)
- Arranges demonstration lessons (75)
- Gives demonstration lessons (76)
- Instructs concerning standard tests (79)
- Informs about estimation of work (80)
- Organizes professional library (85)
- Appoints committees (87)
- Recommends professional courses (92)

C. Classification of Pupils.
- Makes age-grade tests (98)

Gives group intelligence tests (101)
Gives standard educational tests (102)
Scores intelligence tests (103)
Records mental age (105)
Records intelligence quotient (106)
Interprets educational tests (111)
Arranges for physical examinations (114)
Records physical examinations (115)
Makes flexible plan of instruction (134)

D. Curriculum.
Instructs concerning emphasis on parts of curriculum (155)
Instructs concerning minimum essentials (157)
Informs concerning professors' recommendation about curriculum (165)

E. Supplies.
Uses estimates of teachers for supplies (169)
Collects materials for projects (171)

F. General School Conditions.
Recommends building improvements (179)
Suggests how to improve health conditions (187)
Instructs how to improve marking system (191)
Arranges exchange of work (193)
Recommends for vacancies (202)
Provides summary of rules (203)
Gives public addresses (205)
Makes parent-teacher programs (208)

This list shows again an intimate contact with classroom instruction and is commendable in that respect. Modern tendencies in education are generously represented, e.g., stimulation of purposeful activities, organization around large problems, use of special interests, judging moral situations, socialized recitations, informal tests, standard tests, diagnosis of errors, objective schemes of progress, studying tests to improve methods, etc. It would be interesting to measure the efficiency of performance but that lies beyond the purpose of this study. It is sufficient to note that principals recognize these activities as desirable and make at least some attempt to put them into practice.

RATING FOR IMPORTANCE

Forty-three educational specialists used a five-point scale to rate the activities of the "checking list" for importance in improving instruction.[6] The average of these ratings was used to show the rank of each activity.

From Table 2 it appears that the activities classified as Technique and Teachers were rated higher than those activities in Classification, Curriculum, Supplies, and General. The probable reason was that the former sections seemed to have fewer activities of an administrative kind and were more closely associated with the work of teaching than the latter sections.

TABLE 2

DISTRIBUTION OF ACTIVITIES ACCORDING TO AVERAGE RATING FOR IMPORTANCE

SECTION	RATING				TOTAL	AVERAGE RATING
	1.1–2	2.1–3	3.1–4	4.1–5		
A. Technique.....	32	26	3	0	61	1.8
B. Teachers.....	15	18	3	0	36	1.9
C. Classification...	22	18	2	0	42	2.2
D. Curriculum....	14	12	1	0	27	2.1
E. Supplies.....	6	5	0	0	11	2.1
F. General.....	13	18	0	0	31	2.1
Total.....	102	97	9	0	208	
Percentage....	49.1	46.6	4.3	0	100.0	

Table reads: 32 activities classified as Technique were rated between 1.1 and 2; 26 between 2.1 and 3, 3 between 3.1 and 4, and none between 4.1 and 5, with an average rating of 1.8.

The "list" according to the specialists included activities of great importance for the improvement of classroom instruction, 102 or 49.1 per cent of the 208 activities being rated (on rating scheme 1 to 5) from 1.1 to 2 (highest rating), 97 or 46.6 per cent from 2.1 to 3, 9 or only 4.3 per cent from 3.1 to 4, and not any from 4.1 to 5.

Activities which received the (*a*) highest rating and (*b*) lowest rating, respectively, in each section were (figures in parentheses are the number of activity and figures to the right are the rating):

[6] See page 81 for description of scale.

A. Technique.
   a. How to adapt methods to individual differences (9)—1.2
   b. Prepares examination questions (48)—4.0

B. Teachers.
   a. Holds individual conferences (62)—1.1
   b. Encourages teachers to measure growth by professional tests (94)—3.4

C. Classification.
   a. Arranges for physical examinations of pupils (114)—1.5
   b. Advances teachers to higher grades with class (135)—3.3
   c. Gives individual intelligence tests (126)—1.5

D. Curriculum.
   a. Makes list of guiding principles (140)—1.5
   Plans organization of materials (142)—1.5
   Makes list of educational objectives (143)—1.5
   Plans continuous revision (166)—1.5
   b. Collects opinions of laymen (163)—3.2

E. Supplies.
   a. Scores textbooks (173)—1.8
   b. Uses estimates of teachers (169)—2.7

F. General.
   a. Recommends for vacant positions (202)—1.3
   b. Studies appearance of classrooms (182)—2.6
   Scores record-blanks (188)—2.6

SELECTING FOR DESIRABILITY

The educational specialists were asked to select those activities in the performance of which they believed elementary principals should be expected to have an important part. They were to assume that conditions could be made favorable for the doing of the activities by the principal, if it seemed desirable to include the activities in the work of the principal.[7]

From Table 3 it may be computed that all or 100 per cent of the activities of section F (General) were included in the work of the principal by at least 70.1 per cent of the specialists, while only eighteen activities out of twenty-seven, or 66 per cent, of section D (Curriculum) were included. Apparently the specialists believed that it is the business of the principal to look after the general

[7] See Directions to Specialists in making selections, page 81.

school conditions, but not to have a large share in the making of the curriculum.

TABLE 3

NUMBER OF ACTIVITIES GIVEN ACCORDING TO PERCENTAGES OF SPECIALISTS INCLUDING ACTIVITIES IN THE WORK OF THE PRINCIPAL

SECTION	NUMBER OF ACTIVITIES INCLUDED BY PERCENTAGE OF SPECIALISTS						TOTAL
	100–90.1	90–80.1	80–70.1	70–60.1	60–50.1	50–40.1	
A. Technique	37	13	7	1	2	1	61
B. Teachers	22	8	5	1	0	0	36
C. Classification	9	17	11	3	1	1	42
D. Curriculum	2	9	7	7	2	0	27
E. Supplies	2	5	3	1	0	0	11
F. General	22	8	1	0	0	0	31
Total	94	60	34	13	5	2	208
Percentage	45.2	28.9	16.3	6.2	2.4	1	100.0

Table reads: 37 activities of section A were included in the work of the principal by at least 90% of the specialists, 13 by 80 to 90% of specialists, etc.

By combining percentages in the same table it may be seen that at least 90 per cent of the specialists approved 45.2 per cent of the activities for the work of the principal; at least 80 per cent approved 74.1 per cent of the activities; at least 70 per cent approved 90.4 per cent of the activities; at least 60 per cent approved 96.6 per cent of the activities; and 50 per cent approved 99 per cent of the activities.

Table 4 shows that the greatest agreement of the specialists was accorded to section F (General), while the practice of principals seemed to be in favor of section A (Technique). It appears that principals did not under existing conditions participate in the majority of activities that may be classified under Curriculum and Supplies. The most usual comment of principals was that such activities were carried on by representatives of the central administration. Specialists seemed to agree with this practice for Supplies but not for Curriculum.

TABLE 4

COMPARISON OF SPECIALISTS FAVORING PRACTICE AND PRINCIPALS REPORTING PRACTICE

SECTION	PERCENTAGE OF ACTIVITIES ANSWERED "YES"	
	By at least 70% of Specialists	By at least 50% of Principals
A. Technique	93.4	68.8
B. Teachers	97.2	47.3
C. Classification	88.0	50.0
D. Curriculum	66.0	22.2
E. Supplies	90.9	36.4
F. General	100.0	46.6

Table reads: 93.4% of activities in section A were included in work of principal by at least 70% of the specialists, while 68.8% of these activities were reported by 50% of the principals as actually performed.

The specialists unanimously selected six activities in section A, eight in section B, one in section C, not any in sections D and E, and four in section F. These activities were as follows:

A. Technique.
   Discusses general principles (2)
   Suggests how to adapt methods to individual differences (9)
   Suggests how to improve methods of assigning work (29)
   Informs teachers of observation plan (39)
   Analyzes observations (45)
   Suggests how to use outlines for checking progress (53)

B. Teachers.
   Holds individual conferences (62)
   Holds group conferences (63)
   Prepares briefs of topics for meetings (68)
   Sends teacher to visit (71)
   Invites superior teacher to report observations (73)
   Organizes professional library (85)
   Encourages professional organizations (91)
   Plans improvement for year (96)

C. Classification.
   Makes flexible plan of classification (134)

F. General.
   Recommends building improvements (179)

Suggests how to improve discipline (185)
Suggests how to improve marking of pupils (191)
Gives public addresses (205)

The activities receiving the sanction of less than fifty per cent of the specialists were:

A. Technique.
Prepares examination questions (48)

C. Classification.
Coaches weak pupils (136)

SUMMARY OF CHAPTER II

Principals reported the largest percentage of activities classified as Technique and the smallest percentage under the heading of Supplies and Curriculum. The actual practice of principals was declared to be more truly represented when a correction factor was used to account for too strict or too liberal interpretations of the meaning of the activities.

Educational specialists rated 49.1 per cent of the activities of major importance, 46.6 per cent of average importance, and 4.3 per cent of minor importance. The Technique activities stood highest in average rating. At least 70 per cent of the specialists included 90.4 per cent of the activities in the work of the principal. They approved of the participation of the principal in activities named under all sections of the "checking list" except Curriculum.

CHAPTER III

THE INFLUENCE OF VARIOUS FACTORS ON THE ACTIVITIES OF THE ELEMENTARY SCHOOL PRINCIPAL

The principals who checked the list of activities were asked to give information concerning their education, professional training, experience in educational work, hours devoted to regular classroom teaching, number of teachers under their supervision, number of assistant principals, number of office clerks, grades included in school organization, school officials acting as supervisory advisers, and yearly salaries. This information was utilized to study the influence of various factors upon the number and kind of activities which the principals performed.

INFLUENCES ON NUMBER OF ACTIVITIES

Location. The principals were classified according to census regions of the United States, and the average number of activities checked "yes" by the different regional classes was found. Table 5 shows that each class reported practically the same number, with a slight falling off for the Southern region. Location apparently has no appreciable influence upon the number of activities performed.

TABLE 5

AVERAGE NUMBER OF ACTIVITIES REPORTED BY PRINCIPALS ACCORDING TO CENSUS REGIONS OF THE UNITED STATES

REGIONS [1]	NUMBER OF CASES	AVERAGE NUMBER OF ACTIVITIES
New England	77	86.9
Middle Atlantic	140	86.0
East North Central	135	83.7
West North Central	126	86.8
Southern	86	82.5
Western	94	84.5

[1] See states included, page 84.

Kind of Training. The principals were divided into four groups: (1) graduates of high schools only; (2) graduates of normal schools only; (3) graduates of academic colleges; (4) graduates of colleges of education. Table 6 indicates that graduation from a college of education is a significant factor in the number of activities carried on by principals.

TABLE 6

INFLUENCE OF KIND OF TRAINING UPON NUMBER OF ACTIVITIES

PRINCIPALS BEING GRADUATES OF:	NUMBER OF CASES	AVERAGE NUMBER OF ACTIVITIES
High Schools Only	30	66.4
Normal Schools Only [1]	99	78.5
Academic Colleges Only [2]	65	80.6
Colleges of Education [3]	162	92.1

[1] One-, two-, or three-year courses.
[2] No training in normal schools or colleges of education.
[3] Four-year courses.

Recency of Training. The average number of activities was studied for five groups of principals: (1) those who had received master's degrees in the year 1917 or earlier, (2) and the same in the year 1918 or later; (3) those who had received master's degrees from colleges of education in 1918 or later;[1] (4) those who had received bachelor's degrees from colleges of education in the year 1921 or earlier; (5) and the same in the year 1922 or later. The number of activities for the groups differs very little. (Table 7)

TABLE 7

EFFECT OF RECENCY OF TRAINING UPON NUMBER OF ACTIVITIES

PRINCIPALS HAVING:	NUMBER OF CASES	NUMBER OF ACTIVITIES
Master's Degree in 1917 or Before	64	94.8
Master's Degree in 1918 or Later	45	94.4
Bachelor's Degree in 1921 or Before [1]	28	96.2
Bachelor's Degree in 1922 or Later [1]	27	92.2

[1] Principals having no teaching duties, receiving degrees from colleges of education.

[1] The number of such degrees before 1918 was too few for study.

A majority of the principals who had received early degrees reported that they had taken courses in education through summer schools and extension work. This fact, together with the possibility of keeping up-to-date by reading educational literature, attending educational conventions, and visiting schools, may account for the failure of principals with recent degrees to make a better showing. The whole matter is further complicated because many of the degrees had been granted to principals who had already been in service. It seems impossible to measure the effect of recency of training without more detailed data than the writer was able to gather.

Experience. The average number of years of experience was found for two groups of principals: (1) those who reported a greater number of activities performed than the average of all principals; (2) those who reported less than the average. From Table 8 it would seem that no important differences exist in the two groups, as to the number of years of experience in the following four particular cases: (1) as elementary teacher; (2) as elementary principal; (3) in the present school system; or (4) in present position. But from Table 9 we find that reporters with only one to two years of experience checked fewer activities than those with more years of experience. There were only twenty-one of these comparatively inexperienced principals. When they were compared in alternate groups, the results were approximately the same. The largest number of activities was checked by those reporters who had served from three to six years as elementary principals. The data seem to warrant the conclusion that principals should not be expected to develop an extensive supervisory program until they have had at least three years' experience in the position.

An effort was made to discover how important it was for principals to have had elementary teaching experience. A study was made of fifty elementary principals who had had experience as elementary teachers and fifty principals who had had experience as high school teachers but not as elementary teachers. These two groups were equated for the number of years of experience as teacher and number of years as principal. Principals with high school teaching experience reported a larger average of activities than those with elementary teaching experience, 96.8 as opposed to 79.7. Forty-eight of the principals with high school

TABLE 8

NUMBER OF YEARS OF EXPERIENCE OF PRINCIPALS REPORTING ACTIVITIES ABOVE OR BELOW THE GENERAL AVERAGE

KIND OF EXPERIENCE	AVERAGE NUMBER OF YEARS	
	Upper Half	Lower Half
Elementary Teacher	11.3	11.9
Elementary Principal	12.0	13.1
In Present System	18.6	19.0
In Present Position	8.8	9.0

TABLE 9

NUMBER OF ACTIVITIES ACCORDING TO NUMBER OF YEARS IN PRESENT POSITION AS PRINCIPAL [1]

NUMBER OF YEARS	NUMBER OF CASES	AVERAGE NUMBER OF ACTIVITIES
1– 2	21	81.4
3– 6	76	95.0
7–10	70	87.0
11–18	57	88.4

[1] Only principals were studied who had had no other supervisory experience and no teaching duties .

teaching experience had degrees, while only twenty-five of those with elementary teaching experience had degrees.

Size of School. Four groups of reporters were made on the basis of number of teachers per principal. Table 10 shows that size of school as measured by the number of teachers under supervision was a factor in determining the number of activities which principals perform for the improvement of instruction. It is interesting to note that there was considerable difference between the number of activities performed by the principals of the largest schools (twenty-eight or more teachers) and the number performed by the principals of the smallest schools (fourteen or fewer teachers). Apparently, a school with twenty to twenty-eight teachers called for the performance of no more activities than a school with fifteen to twenty teachers.

TABLE 10

EFFECT OF SIZE OF SCHOOL UPON NUMBER OF ACTIVITIES

NUMBER OF TEACHERS	NUMBER OF CASES	AVERAGE NUMBER OF ACTIVITIES
14 or Less (Q_1)	160	71.7
14–20 (Q_2)	160	84.9
20–28 (Q_3)	160	85.9
28 or More (Q_4)	160	96.0

Teaching Duties. A study was made of two groups of principals: (1) those who taught five hours or more per week; (2) those who had no teaching duties. It is very evident from Table 11 that teaching duties placed a heavy handicap upon a principal for developing a program of improving instruction in his school.

TABLE 11

EFFECT OF TEACHING DUTIES UPON NUMBER OF ACTIVITIES

TEACHING DUTIES	NUMBER OF CASES	AVERAGE NUMBER OF ACTIVITIES
5 Hours or More	113	71.1
No Teaching Duties	483	89.2

Clerical Assistance. The reports of principals were examined to see if clerical assistance in the office of the principal was a beneficial element upon the number of activities. We discern from Table 12 that principals with clerks had decided advantage over those without clerks. This advantage was confirmed by another method of comparison. When two quartile groups of principals were contrasted, the one reporting the highest number of activities

TABLE 12

EFFECT OF CLERICAL ASSISTANCE UPON NUMBER OF ACTIVITIES

PRINCIPALS HAVING:	NUMBER OF CASES	AVERAGE NUMBER OF ACTIVITIES
No office clerk	341	79.0
Part-time office clerk	72	87.5
Full-time clerk [1]	212	92.7

[1] At least one.

and the one reporting the lowest number of activities, with one hundred sixty cases in each group, the following results were secured:

Number of Principals Having	Highest Quartile	Lowest Quartile
At least one full-time clerk	68	35
At least one part-time clerk	22	16
No clerk	70	109
	160	160

Assistant Principal. Thirty-six cases of principals without assistant principal and the same number with at least one assistant principal were studied for number of activities reported. The assistant principal seemed to be a valuable asset, when Table 13 is observed. But when the data are compared with Table 12, showing the effect of clerical assistance, we see that by adding an assistant principal the situation is not sufficiently improved to make a large increase in the instructional activities of the principal's office.

TABLE 13

Effect of Assistant Principal upon Number of Activities

Principals Having:	Number of Cases	Average Number of Activities
No Assistant Principal	36 [1]	84.7
Assistant Principal [2]	36 [1]	95.8

[1] Equated for office clerk and number of teachers or pupils.
[2] At least one.

School Organization. The type of school organization has little influence upon the number of activities, judging from the data in Table 14.

TABLE 14

Influence of School Organization upon Number of Activities

Principals Having Schools Organized with Grades	Number of Cases [1]	Average Number of Activities
1–6, Non-departmental	99	82.3
1–8, Non-departmental	77	84.8
1–8, Departmental	78	86.9

[1] Number of departmental schools too few for study in the case of Grades 1 to 6. Cases were omitted where there were teaching duties or platoon schools.

Supervisory Assistance. The number of school officials reported as giving assistance to the principals in improving instruction was asked. These included superintendents, assistant superintendents, primary, intermediate, and upper grade supervisors, and supervisors of the special subjects. The average number of supervisory officials for the quartile (159 cases) of principals reporting the highest number of activities and for the quartile (163 cases) the lowest number of activities was seven and five respectively. Apparently the supervisory corps do not greatly affect the situation. Some principals made adverse comment along this line.

Salary of Principal. The quartile of principals reporting the highest number of activities was compared with respect to average salary with the quartile reporting the lowest number of activities. It was found to be $3,487 for the highest quartile (160 cases) and $2,787 for the lowest quartile (168 cases). The salary received was probably not a factor in determining the number of activities carried on by the principal, but it is interesting to note that some reward seems to have been given to those who reported the most extensive programs for improving instruction.

INFLUENCE ON KIND OF ACTIVITIES

Table 15 was prepared to show the influence of various factors upon the kind of activities performed. The average number of activities in each section of the "list" tended to remain constant except for sections A (Improving Technique) and B (Improving Teachers in Service). This is significant because it means that, where unfavorable conditions exist, e.g., small school, regular teaching duties and no clerk, or where the principals have had inadequate training for their positions, the real, vital features of improving instruction tend to be neglected. The reason probably is that attention is given primarily to those activities which are more administrative than supervisory, the probable cause of the constancy in sections C (Improving Classification), E (Improving School Supplies) and F (Improving General School Conditions).

TABLE 15

INFLUENCE OF FACTORS UPON NUMBER AND KIND OF ACTIVITIES

FACTORS STUDIED	PRINCIPALS	SECT. A	SECT. B	SECT. C	SECT. D	SECT. E	SECT. F	TOTAL
Activities on Checking List	No.	61	36	42	27	11	31	208
		Average Number Activities Checked "Yes"						
For All Principals	658	27.5	15.0	17.8	7.4	3.6	13.1	84.4
Principals having:								
Training								
High school graduates only	30	23.2	10.4	14.8	4.1	3.1	10.8	66.4
Normal school graduates only	99	25.3	14.0	16.9	6.7	3.6	12.0	78.5
Degree, academic college only	65	26.5	14.6	16.9	7.1	3.5	12.0	80.6
Degree, college of education	162	29.7	16.7	19.8	8.2	3.8	13.9	92.1
Teaching Duties								
Five hours or more per week	113	22.4	11.9	15.0	6.5	3.6	11.7	71.1
No regular teaching duties	483	31.0	15.7	18.4	7.6	3.6	12.9	89.2
Number of Teachers								
Fourteen or less	160	23.6	12.2	15.3	6.0	3.5	11.1	71.7
Fifteen to nineteen	160	27.9	15.2	17.6	7.7	3.5	13.0	84.9
Twenty to twenty-seven	160	27.8	15.1	18.8	7.6	3.2	13.4	85.9
Twenty-eight or more	160	31.0	17.5	19.5	8.6	4.5	14.9	96.0
Office Clerk								
No office clerk	341	26.5	13.9	16.6	6.8	3.4	11.8	79.0
Part-time clerk	72	28.1	15.3	18.0	8.4	4.0	13.7	87.5
At least one full-time clerk	212	30.1	17.1	18.6	8.3	4.0	14.6	92.7

A — Technique; B — Teachers; C — Classification; D — Curriculum; E — Supplies; F — General.

SUMMARY OF CHAPTER III

By utilizing the information furnished by the principals, it was possible to divide the reporters into various groups with a view to discovering what influence, if any, the qualifications and school conditions of the reporters had upon the number and kind of activities performed. The most favoring qualifications were found to be graduation from a college of education, and at least two years of experience as a principal. The school conditions possessing the greatest advantages were pointed out to be the size of school, twenty-eight or more teachers, no regular teaching duties, and at least one full-time clerk. The various factors studied seemed to draw away the attention of principals more from activities associated with actual teaching (sections A—Improving the Technique of Teaching and B—Improving Teachers in Service) than from duties of an administrative nature (sections C—Improving the Classification and Promotion of Pupils; D—Improving the Curriculum; E—Improving the Selection and Use of School Supplies; F—Improving the General School Conditions).

CHAPTER IV

DETERMINING THE PROGRAM OF WORK OF THE ELEMENTARY SCHOOL PRINCIPAL

In the attempt to set up a program for the improvement of instruction by elementary school principals, we have three criteria to guide us in the selection of activities:

1. The importance of performance as found by averaging the judgments of educational specialists.
2. The desirability of performance by principals, as determined by the percentage of educational specialists favoring the inclusion of the activity in the work of the principal.
3. The possibility of performance as obtained by noting the percentage of principals checking the activity as performed.

The first criterion, importance of performance, helps us to decide to what extent the activity is an influential factor in the improvement of instruction; the second criterion, desirability of performance, assists us in deciding whether the activity belongs to the work of the principal; the third criterion, possibility of performance, indicates to us to what extent principals under varying school conditions have actually carried out the activity. The correction factor, described on page 15, is taken into consideration in the case of the third criterion.

By applying the first criterion to the list of activities, we obtain three classes:

1. Those activities ranked by the judges as of major importance. (1.1 to 2.0)
2. Those activities ranked by the judges as of average importance. (2.1 to 3.0)
3. Those activities ranked by the judges as of minor importance. (3.1 to 4.0)

By applying the second criterion we obtain two sub-classes:

1. Those activities included in the work of the principal by at least 75 per cent of the judges.

2. Those activities included in the work of the principal by less than 75 per cent of the judges.

Seventy-five per cent is considered a good dividing line between desirable and undesirable activities, for the following reasons: It represents a definite expression of opinion. A recommendation based on unanimous judgment would be acceptable, but such an ideal can be realized for only a few activities. A recommendation based on a fifty-fifty judgment would have little value on the positive side. Any per cent greater than fifty might be used as the basis of selection. It seems desirable to use seventy-five per cent because this figure involves a choice in the case of each section of the list.

By applying the third criterion, we obtain the following groups of activities—checked as performed by:

1. 75 per cent of the principals.
2. 50 per cent of the principals.
3. 25 per cent of the principals.
4. 10 per cent of the principals.
5. Less than 10 per cent of the principals.

CLASS I—MAJOR IMPORTANCE (1.1–2)

A. Desirable for Principal to Perform.

1. Reported by 75 per cent of principals.

Discusses general principles of teaching.[1] (A–2)[2]
Discusses special methods (A–4)
Suggests how to adapt methods to individual differences (A–9)
Suggests how to improve pupils' attitudes (A–13)
Suggests how to improve study habits (A–16)
Suggests how to improve lesson plans (A–33)
Suggests remedial procedure for weak pupils (A–58)
Suggests how to organize routine work (B–90)
Holds individual and group conferences (B–62 and 63)
Sends teacher to visit (B–71)
Suggests how to improve attendance (C–131)
Makes special promotions (C–113)
Instructs janitor (F–181)
Suggests how to improve discipline (F–185)

[1] See full statement of activity, page 59.
[2] Section and number assigned to activity, page 59.

Seven of the activities named above belong to section A- -Technique, four to section B—Teachers, two to section C—Classification of Pupils, and two to section F—General School Conditions. Not any activities are named in sections D and E, Curriculum and School Supplies respectively.

The opinions of the educational specialists and the practice of the principals favor the inclusion of all these activities in the program of work of every principal who has any responsibility for the improvement of instruction. It is worthy of notice that these activities involve largely discussion or suggestion on the part of the principal but do not call for any careful investigation of school conditions.

2. Reported by 50 per cent of principals.
   Suggests how to stimulate pupils in planning activities (A–7)
   Suggests how to organize subject matter around large problems (A–8)
   Suggests how to make use of pupils' interests (A–11)
   Suggests how to develop skill of pupils in judging moral situations (A–14)
   Suggests how to improve methods of questioning (A–18)
   Suggests how to improve methods of assigning work (A–29)
   Makes summary of observations (A–45)
   Suggests how to prepare informal tests (A–52)
   Gives standard educational tests (A–54 and 55)
   Makes diagnosis of pupils' errors (A–57)
   Suggests how to use outlines for checking pupils' progress (A–59)
   Studies educational tests to improve methods (A–60)
   Instructs how to give standard tests (B–79)
   Discusses estimation of value of teacher's work (B–80)
   Invites superior teachers to report visits (B–73)
   Arranges demonstration lesson (B–75)
   Organizes professional library (B–85)
   Appoints committees of teachers (B–87)
   Makes age-grade tables (C–98)
   Gives group intelligence tests (C–101)
   Gives educational tests to classify pupils (C–102)
   Scores standard tests (C–103 and 104)
   Records mental age (C–105)

Records intelligence quotient (C–106)
Interprets educational tests (C–111)
Arranges for physical examinations (C–114)
Records physical examinations (C–115)
Makes flexible plan of classification (C–134)
Discusses minimum essentials (D–157)
Recommends building improvements (F–179)
Suggests how to improve health conditions (F–187)
Discusses methods of estimating pupils' work (F–191)
Arranges exchange of subjects (F–193)
Recommends teachers (F–202)
Gives public addresses (F–205)

Thirteen of the activities in the above list belong to Section A—Technique, six to section B—Teachers, eleven to section C—Classification of Pupils, one to section D—Curriculum, and six to section F—General School Conditions. Not any are named for section E—School Supplies. Again discussion or suggestion by the principal appears to be a large part of the work of the principal. But the problems discussed are related to the details and difficulties of classroom procedure, such as planning activities, problem method, pupils' interests, method of questioning, methods of assigning lessons, preparation of tests, minimum essentials, etc. Some of the activities require the presence of the principal in the classroom as an expert diagnostician, such as diagnosis of pupils' errors, summary of observations, and giving of intelligence and educational tests. Other activities mean close observation of conditions affecting the efficiency of school work, such as health conditions and school building improvements. Other activities mean strong leadership, such as demonstration lessons, reporting of teachers' visits, professional library, committees, public addresses and recommendation of desirable teachers. To perform some of the activities, the principal needs clerical assistance, such as age-grade tables, scoring standard tests, recording mental age, intelligence quotient, and physical examinations, and graphing the results of tests.

Not until the city superintendent realizes the full value of the principal as a supervisor and takes steps to reduce the teaching load of the principal and gives clerical assistance, can this list of activities be recommended as the work of every principal. Nor can principals hope to carry on many of these activities with any

great degree of efficiency until they have been trained to do so, (e.g., diagnosis of pupils' errors, giving and interpreting of standard tests, planning of purposeful activities, problem instruction, summary of observations, etc.). The most capable and progressive principals under proper conditions should be encouraged to undertake all these activities, from the fact that at least seventy-five per cent of the educational specialists approved such a program, and at least fifty per cent of the principals reported the activities.

3. Reported by 25 per cent of principals.
   Discusses activities of pupils and teachers (A–6)
   Makes plan for observing specific problem (A–38)
   Gives educational tests in primary grades (A–56)
   Prepares outlines of topics for teachers' meetings (B–68)
   Calls for reports of experiments (B–70)
   Prepares bulletins (B–97)
   Makes table of grade difficulties (C–99)
   Computes and records educational quotient (C–108)
   Computes and records accomplishment quotient (C–109)
   Prepares classification sheet (C–112)
   Shows homogeneous grouping by intelligence quotient (C–117)
   Plans opportunity room (C–127)
   Makes promotion plan with normal time and enrichment of curriculum (C–129)
   Selects over-age pupils for junior high school (C–133)
   Discusses work for bright children (D–156)
   Prepares list of extra-curricular activities (D–151)
   Conducts campaign for curriculum (D–164)
   Recommends textbooks (E–175)
   Prepares list of collateral reading (E–176)
   Prepares list of appreciative reading (E–177)
   Makes plan for reducing daily preparations (F–195)

Three activities in the above list belong to section A—Technique, three to section B—Teachers, eight to section C—Classification of Pupils, three to section D—Curriculum, three to section E—School Supplies, and one to section F—General School Conditions. A few of these activities are exceedingly difficult, such as discussion of definite activities of pupils and teachers for any subject of instruction, and work for bright children. Some activities call for much original work, such as plan for observing specific problem, prepara-

tion of outlines for teachers' meetings, and preparation of bulletins to meet needs of teachers. Some activities require competent clerical assistance, such as table of grade difficulties, computing of educational and accomplishment quotients, and preparation of classification sheet of pupils. Some activities depend upon the policy and initiative of the central administrative office, such as planning opportunity-room, promotion plan with normal time and enrichment of curriculum, homogeneous grouping of pupils, selection of over-age pupils for junior high school, making a plan of organization whereby the number of daily preparations of teachers are reduced, campaign of enlightenment for curriculum, recommending textbooks and list of approved extra-curricular activities.

Some of the activities depend upon the scholarly habits of the principal and to some degree upon the coöperation of fellow principals, such as list of collateral reading and list of appreciative reading. Because seventy-five per cent of the specialists believed that principals should have some share in the carrying out of these activities and because twenty-five per cent of the principals reported that they had some part in the completion of these activities, it seems proper to add them to the program of the most capable and professionally trained principals. They should be encouraged by the central administrative office to exercise liberty of action and to make use of ideas gained at training institutions.

4. Reported by 10 per cent of principals.
   Analyzes subject into activities (A–5)
   Studies pupils' special interests (A–10)
   Studies pupils' attitudes (A-12)
   Studies pupils' study-habits (A–15)
   Studies methods of assigning work (A–28)
   Makes record of projects (A–36)
   Keeps teachers informed of observation plan (A–39)
   Makes list of changes in methods (A–41)
   Gives duplicate of summarized observation to teacher (A–46)
   Organizes experiments in methods (A–61)
   Conducts professional study (B–69)
   Draws up yearly plan of professional improvement (B–96)
   Records educational age (C–107)
   Makes social survey (D–141)
   Analyzes pupils' activities (D–145)

Organizes experiments in curriculum (D–162)
Refers cases to visiting teacher (F–206)

Ten of the activities in the above list belong to section A—Technique, two to section B—Teachers, one to section C—Classification of Pupils, three to section D—Curriculum, and one to section F—General School Conditions. That principals may have a part in the doing of these activities is probably true. How significant or important that part should be it is difficult to state. Some of the activities require extended research, such as analysis of subjects into pupil and teacher activities and analysis of pupil activities outside of school. Some activities mean that the principal has a scientific interest in the problem and has leisure and clerical help to solve it, such as definite studies of pupils' special interests, attitudes, and study habits, and organization of experiments. Some activities may be questioned by principals as desirable practice until the advantages are fully understood, such as informing teachers of observation plan, making list of changes in methods, giving summarized observation to teacher, and making record of projects. Some activities may depend upon the attitude of the central administrative office, such as professional study, yearly plan of professional improvement, social survey and reference of cases to visiting teacher.

Seventy-five per cent of the specialists believed that principals have a claim to these activities, but how strong that claim should be the author is unable to state because of the small per cent of principals who reported the activities. Doubtless the progressive superintendent will encourage one or more of his principals to engage in these activities. A large number of principals probably will not be active along these possible lines of improving instruction until training institutions implant the desire and develop the skill of principals to perform these highly technical jobs.

5. Reported by less than 10 per cent of principals.
Determines budget allowance for supplies (E-167)
Uses textbook score card (E–173)
Shows how to use textbook score card (E–174)
Uses building score card (F–178)
Uses health survey outline (F–186)
Determines total load of work of teachers (F–196)

Three of the above activities belong to section E—School Supplies, and three to section F—General School Conditions. The

attitude of the central administrative office will determine to what extent principals may have any share in the above activities. Apparently, at present, principals have little opportunity to say what portion of the budget allowance shall be spent for textbooks, library books, or classroom supplies; nor to express in scientific terms their opinions of textbooks, health conditions, building conditions, or teachers' load of work.

B. Undesirable for Principal to Perform.

Gives individual intelligence tests (C–126)
Makes list of guiding principles for curriculum making (D–140)
Makes plan of organization for materials of curriculum (D–142)
Prepares list of educational objectives for each grade (D–143)
Makes list of suggestive projects for each grade (D–146)
Puts scientific studies of relative values of subject matter into a form suitable for use by teachers (D–149)
Makes tentative gradation of subject matter according to maturity of children (D–150)
Makes plan for continuous revision of curriculum (D–166)

One of the activities in the above list belongs to section C—Classification of Pupils, and seven to section D—Curriculum. The specialist probably reasoned that the principal has not the time to give individual intelligence tests, that this activity belongs to the school psychologist. The seven activities pertaining to the curriculum were not included in the work of the principal by 75 per cent of the educational specialists, probably, because the activities require the application of research methods beyond the time which the average principal can afford to give. That principals should have an interest in these activities and should make some contribution to the solution of the problems is evidenced by the fact that at least 67.5 per cent of the specialists favored some participation on the part of the principal. As the number of city superintendents who see the value of curriculum research for improving the professional interest of his co-workers increases, principals probably will be called upon more frequently to exercise leadership in curriculum construction.

CLASS II—AVERAGE IMPORTANCE (2.1–3)

A. Desirable for Principal to Perform.

1. Reported by 75 per cent of principals.
   Suggests how to conduct various types of lessons (A–26)
   Encourages professional organizations (B–91)
   Requires pupils to report (C–132)
   Suggests how to use school supplies (E–170)
   Suggests how to improve appearance of rooms (F–183)
   Suggests how to improve daily programs (F–192)

One of the activities in the above list belongs to section A—Technique, one to section B—Teachers, one to section C—Classification of Pupils, one to section E—School Supplies, and two to section F—General School Conditions. All principals may be expected to do these activities because they belong to the routine life of the school.

2. Reported by 50 per cent of principals.
   Discusses with teachers:
      Emphasis on oral and written work (A–21)
      Policy of home work (A–23)
      Conduct of short period drives (A–24)
      Conduct of socialized recitations (A–27)
      Use of devices (A–31)
      Examination questions (A–49)
      Marking of examination papers (A–50)
      Professional courses (B–92)
      Parts of curriculum to be emphasized (D–155)
      Changes in curriculum suggested by professors of education (D–165)
   Makes use of personal note-books during visits (A–44)
   Presents summarized observations at teachers' meetings (B–66)
   Arranges exchange of visits (B–74)
   Gives demonstration lessons (B–76)
   Uses estimates of teachers for requisitions (E–169)
   Collects materials for projects (E–171)
   Provides summary of rules (F–203)
   Makes parent-teacher programs (F–208)

Eight of the activities in the above list belong to section A—Technique, four to section B—Teachers, two to section D—Curriculum,

two to section E—School Supplies, and two to section F—General School Conditions. Some of these activities were not reported by principals because the activities represented practice of which the principals did not approve, such as, short period drives, parts of curriculum to be emphasized, use of personal note-books, summary of observations at teachers' meetings, exchange of visits, demonstration lessons, use of teachers' estimates for requisitions, collection of materials for projects, summary of rules, and parent-teacher programs.

A few of the activities were considered by the principals probably as entirely within the province of the teacher, such as emphasis on oral and written work, socialized recitations, use of devices, examination questions, marking of examination papers, professional courses and changes in curriculum suggested by professors of education. Inasmuch as the first group of activities is controversial in character, they may well be left to the discretion of the principal. The second group may be carried out by the principal for the benefit of inexperienced teachers.

3. Reported by 25 per cent of principals.
   Studies amount of home work (A–22)
   Prepares outline for planning lessons (A–32)
   Keeps record of suggestions to teachers (B–64)
   Invites experts to talk (B–67)
   Organizes magazine club (B–86)
   Discusses professional papers (B–93)
   Interprets intelligence tests (C–110)
   Makes homogeneous groups of pupils by school marks (C–119)
   Same, by teachers' judgments (C–121)
   Discusses organization of extra-curricular activities (D–152)
   Makes supplementary outline (D–154)
   Makes study of pupils' errors (D–160)
   Recommends improvement of records (F–189)
   Recommends reduction of interruptions (F–200)
   Visits parents (F–204)

Two of the activities in the above list belong to section A—Technique, four to section B—Teachers, three to section C—Classification of Pupils, three to section D—Curriculum, and three to section F—General School Conditions.

Many principals may have hesitated to perform some of these activities because of the attitude of the superintendent, such as inviting experts to talk, recommending improvement of records, and recommending reduction of interruptions. Some of the activities may have been questioned by the principals as desirable practice, such as preparing outline for planning lessons, keeping record of suggestions to teachers, organizing magazine club, discussing professional papers, and visiting parents. Some of the activities may have been delegated to and performed by other school officers, such as intelligence tests, homogeneous grouping of pupils, organization of extra-curricular activities, supplementary outlines for curriculum, and study of home work or of pupils' errors. The aggressive, capable principal, free from teaching duties and assisted by a clerk, may profitably undertake these activities in a large school system, provided he is in accord with the policy of the central administration.

4. Reported by 10 per cent of principals.
   Makes study of oral and written work (A–20)
   Asks teachers to check work (A–42)
   Requires use of visiting outline (B–72)
   Uses lesson plans of successful teachers (B–77)
   Discusses self-ratings of teachers (B–81)
   Writes accounts of teachers' work (B–83)
   Keeps record of professional improvement (B–95)
   Shows percentage of subject failures (C–100)
   Makes homogeneous groups by study habits (C–124)
   Studies causes of absence (C–130)
   Prepares graded list of errors (D–161)
   Uses outline for room appearance (F–182)
   Uses outline for discipline (F–184)
   Makes plan for make-up work (F–198)
   Directs school newspaper (F–207)

Two of the above activities belong to section A—Technique, five to section B—Teachers, three to section C—Classification of Pupils, one to section D—Curriculum, and four to section F—General School Conditions.

Many principals may have doubted the value of some of the above activities, such as asking teachers to check work, requiring use of visiting outline, discussing self-ratings of teachers, writing accounts of teachers' work, homogeneous grouping of pupils by

study habits, using outline for room appearance or discipline, making plan for make-up work, directing school newspaper, and using lesson plans of successful teachers. They may have lacked clerical help for such activities as studying amount of oral and written work, showing percentage of subject failures, studying causes of absence, and preparing graded list of errors. The central office may have carried on this activity, keeping record of professional improvement. A few principals will see the need for doing these activities and will successfully complete them, if they are encouraged by the central office.

5. Reported by less than 10 per cent of principals.
   Studies methods of questioning (A–17)
   Studies value of devices (A–30)
   Prepares illustrative correlation lesson plans (A–35)
   Prepares individual instruction assignments (A–37)
   Uses list of activities for observation (A–40)
   Uses chart for recording activities (A–43)
   Suggests use of outlines for checking progress (A–53)
   Makes catalogue of teaching problems (B–84)
   Uses stenographic reports of lessons (B–78)
   Makes plan for social survey of pupils (C–116)
   Makes homogeneous groups of pupils by educational quotient (C–118)
   Same, by social data (C–120)
   Same, by special interests (C–125)
   Records extra-curricular achievements (C–137)
   Plans periodical examination of records (C–138)
   Records adaptations for special conditions (C–139)
   Uses equipment score card (E–172)
   Uses janitorial service outline (F–180)
   Uses outline for printed forms (F–188)
   Studies school marks (F–190)
   Determines relative difficulty of teachers' work (F–197)
   Studies interruptions of school program (F–199)
   Makes occupational descriptions of teaching positions (F–201)

Seven of the above activities belong to section A—Technique, two to section B—Teachers, seven to section C—Classification of Pupils, one to section E—School Supplies, and six to section F—General School Conditions.

It is not to be wondered at that few, if any, principals reported these activities because the activities involve careful planning, laborious collection of data, and difficult interpretation. In other words, the activities require scientific procedure, and only the occasional principal has the preparation, the leisure, or the inclination to launch out into the field of intensive investigation. Apparently the educational specialists believe that principals should be encouraged to make careful studies of school conditions, in order that they may be prepared to defend with facts any changes for improvement of instruction, which they may recommend to teachers or the central office. Superintendents should capitalize any achievements along these lines of scientific inquiry, and give every assistance to forward the work of the research-minded principal.

B. Undesirable for Principal to Perform.

Prepares list of general principles for teaching (A–1)
Prepares list of special methods (A–3)
Prepares practice materials of self-directing nature (A–19)
Prepares illustration lesson plans (A–34)
Prepares informal tests (A–51)
Procures substitutes for teachers engaged in special assignments of work (B–88)
Changes teachers to other grades for professional improvement (B–89)
Makes homogeneous groups by physical conditions (C–122)
Same, by days of attendance (C–123)
Makes promotion plan in less than normal time with no enrichment of curriculum (C–128)
Makes analysis of adult activities (D–144)
Makes list of moral situations (D–147)
Makes collection of social science materials (D–148)
Determines number of minutes per week for each subject (D–153)
Selects features from courses of study of other cities (D–158)
Puts community materials into usable form (D–159)
Collects samples of supplies (E–168)
Plans for relief from extra-curricular activities (F–194)

Five of the above activities belong to section A—Technique, two to section B—Teachers, three to section C—Classification of

Pupils, six to section D—Curriculum, and one each to sections E and F, Supplies and General School Conditions.

These activities were judged as of average importance by the educational specialists but were not approved as the work of a principal by 75 per cent of the judges. Some of the activities were considered probably as the work of highly specialized workers in education, such as list of principles of teaching, list of special methods, practice materials of self-directing nature, analysis of adult activities, list of moral situations, and collection of social science materials. Some of the activities were thought of probably as the proper function of the central administration office, such as, procures substitutes for teachers engaged in special assignments, changes teachers to other grades for professional improvement, promotion plan in less than normal time with no enrichment of curriculum, number of minutes per week for each subject, collection of samples of supplies, and plan for relief from extra-curricular activities. Some of the activities were regarded probably as the work of the teacher, working individually or in groups, such as illustrative lesson plans, informal tests, grouping of pupils by physical conditions or days of attendance, features from other courses of study, and use of community-materials.

Inasmuch as seventy-five per cent of the specialists did not vote in favor of these activities and a majority of the principals did not report them within their practice, they are omitted from the program of the principals. However, superintendents doubtless consult the principals in carrying out the activities mentioned above as associated with the central office, which means that principals, in reality, do have a significant part in these activities but do not take the initiative. It may also be said that teachers doubtless advise with principals about the group of activities mentioned above as the prerogatives of the classroom teacher, and thus the principal really enters into the doing of the activities. Probably for the reasons just given a small percentage of principals was justified in reporting a share in performing the activities.

CLASS III—MINOR IMPORTANCE (3.1–4)

A. Desirable for Principal to Perform.

Only one activity, judged as of minor importance, was included in the work of the principal by the specialists, i.e., rating teachers on accomplishment quotients (B–82). Less than 10 per cent of

the principals reported this activity. It has such doubtful value that principals may well hesitate to undertake it.

B. Undesirable for Principal to Perform.

Lays out work into parts and spaces requirements (A–25)
Writes letters to teachers for purposes of summarizing suggestions (A–47)
Prepares examination questions (A–48)
Keeps stenographic reports of teachers' meetings (B–65)
Encourages teachers to measure growth by professional tests (B–94)
Makes plan whereby teachers are advanced with classes (C–135)
Coaches pupils who need help (C–136)
Collects opinions of laymen on curriculum (D–163)

Three of the above activities belong to section A—Technique, two to section B—Teachers, two to section C—Classification of Pupils, and one to section D—Curriculum. The specialists looked upon some of these activities as the work of the teacher, such as laying out work into parts, preparing examination questions, and coaching pupils. The specialists frowned upon some activities as unworthy of the time of the principal, such as writing letters to teachers, keeping stenographic reports of teachers' meetings, encouraging teachers to measure growth by professional tests, and collecting opinions of laymen concerning curriculum. One activity probably belongs to the initiative of the central office, i.e., advancing teachers with classes. The above activities are omitted from the program of the principal because seventy-five per cent of the specialists did not approve and a majority of the principals did not report them within their practice.

SUMMARY OF CHAPTER IV

Three criteria were used to determine the admissibility of the two hundred eight activities of the checking list to the program of the principal. These criteria were:

1. The importance of performance, found by averaging the judgments of educational specialists.
2. The desirability of performance, found by computing the percentage of specialists favoring the inclusion of the activity in the work of the principal.

TABLE 16

NUMBER OF ACTIVITIES SELECTED FOR PROGRAM OF WORK OF PRINCIPAL BY APPLICATION OF THREE CRITERIA

I — MAJOR IMPORTANCE

PERCENTAGE POSSIBLE [2]	NUMBER OF ACTIVITIES IN SECTIONS [1]						
	A	B	C	D	E	F	TOTAL
A. *Desirable* [3]							
1. 75%	7	4	2	0	0	2	15
2. 50%	13	6	11	1	0	6	37
3. 25%	3	3	8	3	3	1	21
4. 10%	10	2	1	3	0	1	17
5. 0–9%	0	0	0	0	3	3	6
Total Desirable	33	15	22	7	6	13	96
B. *Undesirable*	0	0	1	7	0	0	8

II — AVERAGE IMPORTANCE

A. *Desirable*							
1. 75%	1	1	1	0	1	2	6
2. 50%	8	4	0	2	2	2	18
3. 25%	2	4	3	3	0	3	15
4. 10%	2	5	3	1	0	4	15
5. 0–9%	7	2	7	0	1	6	23
Total Desirable	20	16	14	6	4	17	77
B. *Undesirable*	5	2	3	6	1	1	18

III — MINOR IMPORTANCE

A. *Desirable*	0	1	0	0	0	0	1
B. *Undesirable*	3	2	2	1	0	0	8
Total Desirable	53	32	36	13	10	30	174
Total Undesirable	8	4	6	14	1	1	34
Total	61	36	42	27	11	31	208

[1] Average of judgments of specialists.
[2] Percentage of principals reporting.
[3] Percentage of specialists favoring.

3. The possibility of performance, obtained by figuring the percentage of principals reporting the activity. Three classes of activities were selected, of major importance, of average importance, and of minor importance. Under each class sub-classes and groups were arranged to show desirability, and possibility of performance.

One hundred four activities were recommended as having major importance, of which ninety-six were included in the work of the principal (Table 16). Ninety-five activities were recommended as having average importance, of which seventy-seven were included in the work of the principal. Nine activities were recommended as having minor importance, of which one was included in the work of the principal.

An attempt was thus made, by means of the data, to select activities (174 in all) which city superintendents may set up as the program of the elementary principal for improvement of instruction. The possibility that a principal will do any number of these activities will depend upon the factors discussed in the previous chapter.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

In this study an attempt has been made to answer four questions:

1. In what activities for the improvement of classroom instruction do principals of elementary schools in city school systems actually engage?

2. To what extent do training, experience, and school conditions of the principal affect the number and kind of activities reported?

3. To what activities (as the work of an elementary school principal) for the improvement of instruction do educational specialists give their approval?

4. What rating for importance do educational specialists give to these activities?

An answer to the first question was found by noting the percentages of six hundred fifty-eight elementary school principals of the United States, who reported the performance of activities submitted to them in the form of a "checking list." After correcting these percentages by a personal interview method, the activities were grouped to show the possibility of performance by elementary principals. The first question was answered further by observing that the practice of principals in improving instruction was most often associated with the Technique of Teaching and least often with the Curriculum and School Supplies.

An answer to the second question was obtained by studying the number and kind of activities which principals, grouped according to various qualifications and school conditions, reported. The following factors were discovered to have favorable influence upon the work of the principal in improving instruction: graduation from a college of education; an experience of at least two years as elementary principal; a school of at least twenty, but preferably twenty-eight teachers, a full-time office clerk and no teaching duties.

An answer to the third question was secured by computing the percentages of educational specialists who favored the perform-

ance of the activities of the "checking list" by elementary principals. A percentage of 75 per cent was used as a basis for arranging the activities as to desirability or undesirability of performance. The specialists voted most frequently for activities under Technique but least often for activities under Curriculum and Supplies.

An answer to the fourth question was made by taking into consideration the average ratings of the activities of the "checking list" for importance in improving instruction, as expressed in the judgments of the specialists. The activities were divided by means of these ratings into three classes, for importance—major, average, and minor. The activities under Technique and Teachers received the highest average ratings.

By applying the three criteria of performance, possibility, desirability, and importance, a list of activities was selected to represent the program of the elementary principal in improving instruction. In recommending this list to superintendents and principals, it was pointed out that this ideal program must be modified to meet the qualifications and school conditions of the principals. This program was presented as a worthy goal toward which progressive superintendents of city schools should lead their most capable and best qualified principals. Superintendents may deem it advisable to take such notice of this program as to recommend that their boards of education lay greater stress, in their definitions of the duties of principals, upon the activities presented in the study.

The number of activities included in this program was 174, as follows:

Improving Technique of Teaching	53
Improving Teachers in Service	32
Improving Classification of Pupils	36
Improving Curriculum	13
Improving School Supplies	10
Improving General School Conditions	30

The number of activities rejected from the program was 34.

RECOMMENDED USES OF "CHECKING LIST"

1. Principals may use the list as a self-improvement device. For this purpose, it is sufficient to count the number of activities in each section which the principal checks and to compare with

the results of the study. A principal will challenge this checking by referring as often as possible to objective evidences of such activities. The term "definite study" is to be interpreted as meaning the collection and interpretation of detailed data.

2. Superintendents may find the list a helpful scheme for rating the efficiency of principals, or at least as a means of emphasizing the function of improving instruction. When the list is used for the rating of individual principals, it is recommended that the checking be done through a personal interview.

3. School surveyors may utilize the list as a means of estimating the efficiency of elementary principals in improving instruction. The personal interview method of checking is recommended when the efficiency of individual principals in a system is to be compared, or when the general efficiency of principals in several small systems is to be contrasted. For larger systems, a fairly reliable estimate of the efficiency of the principals as a group may be obtained without personal interviews. Surveyors may wish to place a numerical value after each activity according to the ratings for importance given in this study.

4. Educational institutions may desire to consider the content of the checking list as a point of departure in planning for and giving professional training to elementary principals for the job of improving instruction.

APPENDIX

A

PERCENTAGES AND RANKS OF THE ACTIVITIES OF THE CHECKING LIST, AS REPORTED BY PRINCIPALS, AND AS INCLUDED IN THE WORK OF PRINCIPALS AND RATED FOR IMPORTANCE BY EDUCATIONAL SPECIALISTS

Note: Activities checked (√) not recommended for program of principal

The Section, the Number, and the Statement of the Activity	Elementary Principals			Educational Specialists			
	Percentage answering "Yes"	Rank of "Yes" answers	Rank of "Yes" answers after correction	Percentage answering "Yes"	Rank of "Yes" answers	Average rating for importance	Rank for importance
	1	2	3	4	5	6	7
A. IMPROVING THE TECHNIQUE OF TEACHING							
√ 1. Prepares a list of general principles of teaching, as found in educational literature, to be followed in this school	40.5	106	90	73.1	178.5	2.1	111
2. Discusses such principles with the teachers	62.0	41.5	4	100	10	1.5	14.5
√ 3. Prepares a list of special methods of teaching one or more subjects, as found in educational literature, to be followed in this school	51.6	61	77	70.7	186	2.2	126.5
4. Discusses such methods with the teachers	68.9	21	6	97.5	30	1.8	51.5
5. Analyzes one or more subjects of instruction into definite activities for pupil and teacher	46.0	88	159	80.4	149.5	1.8	51.5
6. Discusses such activities with the teachers	52.7	58	74	85.0	127	1.5	14.5
7. Gives suggestions or instructions how to stimulate and guide pupils in planning, performing, and evaluating their purposeful activities (projects)	68.6	23.5	31	97.5	30	1.4	6
8. Gives suggestions or instructions how to organize subject matter around large problems, each of which is a significant unit	50.9	65.5	66	97.5	30	1.3	3.5
9. Gives suggestions or instructions how to adapt methods of teaching to the individual differences of pupils	80.5	3	7	100	10	1.2	2
10. Makes a definite study of pupils' special interests	45.2	93	136	85.3	121.5	1.8	51.5
11. Suggests how to make effective use of special interests	48.6	75	51	97.5	30	1.8	51.5
12. Makes a definite study of the attitudes, appreciations and ideals of the pupils in this school	46.9	85	150	87.8	107.5	1.7	38

The Section, the Number, and the Statement of the Activity	Elementary Principals			Educational Specialists			
	1	2	3	4	5	6	7
13. Suggests how to develop or improve these attitudes	52.1	60	9	97.5	30	1.6	26.5
14. Suggests how to develop skill on the part of the pupils in judging moral situations as they arise, and in making appropriate responses	62.3	37.5	38	97.5	30	1.6	26.5
15. Makes a definite investigation of the study habits of pupils in this school	47.2	82	148	97.5	30	1.4	6
16. Suggests how to improve these study habits	58.1	50	17	97.5	30	1.5	14.5
17. Makes a definite study of the methods of questioning pupils orally in this school	40.7	103	163	87.8	107.5	2.3	143
18. Suggests how to improve these methods of questioning	47.1	83.5	37	92.5	77	2.0	90
√ 19. Prepares a series of practice materials of a self-directing nature which pupils may use independently in their study	22.7	164	128	53.6	206	2.5	167
20. Makes a definite study of the time spent upon oral and written work in this school	33.5	125	133	90.2	92.5	2.7	187
21. Suggests desirable changes of emphasis	38.9	112.5	53	92.6	67.5	2.6	177.5
22. Makes a definite study of the amount of home work assigned to pupils in this school	51.3	64	109	90.4	90.5	2.7	187
23. Gives instructions concerning the policy of home work	64.7	30	45	90.4	90.5	2.6	177.5
24. Gives suggestions or instructions how to conduct short period drives for the mastery of some skill or body of facts	50.1	69	68	92.5	77	2.1	111
√ 25. Lays out into parts the work to be done in each grade in this school and spaces these requirements in order that the work may proceed evenly from week to week and from month to month	28.8	138	130	58.5	203	3.3	204.5
26. Gives suggestions or instructions how to conduct various types of lessons (e.g. drill lessons)	68.8	22	21	87.8	107.5	2.1	111
27. Gives suggestions or instructions how to conduct socialized recitations	62.4	36	54	87.8	107.5	2.1	111
28. Makes a definite study of the methods of making assignments of work for pupils in this school	40.7	103	132	95.1	49	1.9	68
29. Suggests how to improve these methods of assigning work	49.5	73	24	100	10	1.6	26.5
30. Makes a definite study of the relative value of different devices or exercises for obtaining specific results	35.5	120	179	80	153.5	2.3	143
31. Suggests how to improve the use of such devices	40.7	103	23	92.3	86.5	2.3	143
32. Prepares a definite outline for teachers to follow who need help in the planning of lessons	32.9	127	117	87.8	107.5	2.4	157
33. Suggests how to improve lesson plans	54.1	53	19	95.1	49	2.0	90
√ 34. Prepares for illustrative purposes a series of lesson plans in one or more subjects	21.1	168	164	73.11	78.5	2.5	167

The Section, the Number, and the Statement of the Activity	Elementary Principals			Educational Specialists			
	1	2	3	4	5	6	7
35. Prepares for illustrative purposes a series of lesson plans to show the kind or degree of correlation which is considered desirable between the different subjects	13.9	185.5	170	76.9	163	2.6	177.5
36. Causes a permanent record of projects, worked out satisfactorily by pupils in this school, to be made for illustrative purposes	16.4	181	154	92.6	67.5	2.8	193
37. Prepares a series of typical assignments for pupils who are working under a special plan of individual instruction	9.1	201	184	77.7	159	2.5	167
38. Makes a definite plan for observing and studying a specific problem of teaching through all the grades	47.5	79.5	111	97.5	30	1.7	38
39. Keeps the teachers informed about the plan.	39.8	110	125	100	10	1.9	68
40. Uses a list of specific activities for pupils and teachers in one or more subjects of instruction for the purpose of observing the efficiency of teaching	23.2	161	188	85.3	121.5	2.3	143
41. Makes a list of the improvements or changes in methods of teaching to be sought in this school	41.9	101	137	97.5	30	1.8	51.5
42. Asks the teachers to check their own work and report as to the degree or extent of their conformity with the changes agreed upon	28.5	140.5	145	95.1	49.0	2.2	126.5
43. Uses during visits in the classrooms a chart or diagram as an objective means of checking and recording the activities of pupils and teacher	13.6	187	202	92.6	67.5	2.9	197
44. Uses a personal note-book or cards to make brief notes of what is observed during visits in the classrooms	62.9	33	36	90.2	92.5	2.7	187
45. Makes an analytical summary of observations, before or after leaving the classroom	49.6	71	70	100	10	1.6	26.5
46. Gives duplicate or summary to teacher	27.3	146	126	92.5	77	1.9	68
√ 47. Writes letters to teachers for the purpose of summarizing the suggestions or comments given orally concerning observations in the classrooms	20.0	171.5	142	62.5	199.5	3.4	206.5
√ 48. Prepares examination questions of the ordinary or non-objective type to determine the progress of pupils	45.4	92	76	41.4	207	4.0	208
49. Suggests how to improve examination questions of ordinary type	50.3	68	58	97.4	43.0	2.4	157
50. Suggests how to improve the marking of examination papers of ordinary type	45.7	89.5	64	97.5	30	2.5	167
√ 51. Prepares informal objective tests	47.4	81	87	70.7	186.5	2.4	157
52. Suggests how to prepare informal objective tests	43.6	98	60	97.5	30	1.8	51.5
53. Suggests how to use outlines and summaries as objective means of checking the progress of pupils	30	135.5	169	100	10	2.4	157

The Section, the Number, and the Statement of the Activity	Elementary Principals			Educational Specialists			
	1	2	3	4	5	6	7
54. Gives standard educational tests to determine the progress of pupils: In 6th, 7th, and 8th grades	70.8	14	34	85	126	1.7	38
55. Same in 3d, 4th, and 5th grades	73.4	9	27	85.0	127	1.7	38
56. Same in 1st and 2d grades	46.6	87	78	76	167	1.8	51.5
57. Makes a diagnosis of the types of errors made by individual pupils in one or more subjects	62.1	39.5	32	85.3	121.5	1.6	26.5
58. Prescribes remedial procedure for those pupils who need special help	68.0	26	12	95.0	56	1.5	14.5
59. Suggests one or more objective schemes whereby pupils may keep a record of the progress which they are making	51.5	62.5	52	95.1	49.0	1.9	68
60. Makes a definite study of the results of standard educational tests in this school for the purpose of checking up and improving the methods of teaching	65.5	28.5	49	95.1	49.0	1.4	6
61. Organizes one or more carefully controlled experiments in methods of teaching and summarizes the results	26.8	148	141	97.4	43.0	1.5	14.5
B. IMPROVING TEACHERS IN SERVICE							
62. Holds conferences with individual teachers and points out the strong and weak features of their work	92.5	2	2	100	10	1.1	1
63. Holds group conferences with those teachers who have the same type of difficulty or similar teaching problem	72.4	11	10	100	10	1.5	14.5
64. Keeps a record of comments and suggestions made during conferences with teachers	43.0	99	94	92.5	77.5	2.3	143
✓ 65. Keeps on file stenographic reports of discussions of teaching problems at teachers' meetings or conferences with teachers	12.4	194	175	68.2	193	3.2	201.5
66. Presents at teachers' meetings a summary of observations made during visits in the classrooms	59.1	47	39	82.5	142.5	2.8	193
67. Invites educational experts to talk at teachers' meetings	31.3	130.5	114	92.6	67.5	2.5	167
68. Prepares for teachers in advance of meetings briefs or outlines of the topics to be discussed, with reference to educational literature	34.9	122.5	99	100	10	2.0	90
69. Conducts a course in professional reading or study	25.9	148	129	85.3	121.5	2.0	90
70. Calls for reports at teachers' meetings of experiments and investigations going on in this school	49.6	71	107	95	56	1.9	68
71. Sends a teacher who needs help in teaching technique to visit a teacher who is noted for her skillful procedure	79.1	5	8	100	10	1.9	68

The Section, the Number, and the Statement of the Activity	Elementary Principals			Educational Specialists			
	1	2	3	4	5	6	7
72. Requires a weak teacher to use a visiting outline for indicating the main points which she is to observe and report upon when she returns from the visit	23.1	162	178	95.1	49.0	2.2	126.5
73. Invites superior teachers to report at teachers' meetings the excellent features which they have observed in other schools	51.5	62.5	71	100	10	1.9	68
74. Arranges for exchange of visits between teachers of different grades	49.3	74	62	97.5	30	2.3	143
75. Arranges for demonstration lessons to be given by skillful teachers	44.8	95	59	97.5	30	1.5	14.5
76. Gives demonstration lessons to illustrate specific teaching problems	47.5	79.5	29	80.0	153.5	2.1	111
77. Uses for illustrative purposes the plans, procedure, and outcomes of lessons taught by successful teachers of this school	40.1	109	103	95.1	49	2.1	111
78. Uses for illustrative purposes stenographic reports of lessons taught by successful teachers of this school	6.6	206	194	90	96.0	2.7	187
79. Instructs teachers concerning the methods of giving, scoring, and interpreting standard tests	70.2	16	35	92.5	77.0	2.0	90
80. Informs teachers just what requirements enter into the estimation of the value of their work and just how that estimation will be recorded	52.8	57	33	92.5	77.0	1.7	38
81. Asks teachers to judge their work upon a rating scale and discusses with them any differences which exist between these ratings and the ones made by the principal	24.4	154.5	151	97.5	30	2.3	143
82. Makes ratings of teachers on the basis of the accomplishment quotients of their pupils	13.4	190	190	75	172	3.2	201.5
83. Writes accounts of the achievements of the teachers of this school for publication in magazines or local bulletins	15.8	183	149	90	96	2.9	197.5
84. Makes a card catalogue of teaching problems, with appropriate references to educational literature	3.9	208	192	75.6	168.5	2.7	187
85. Organizes a professional library for this school	58.9	48	40	100	10	1.8	51.5
86. Organizes a professional magazine club in the school	35.1	121	98	87.1	116	2.5	167
87. Appoints committees of teachers to attack the solution of problems in which they are interested	47.1	83.5	73	97.5	30	1.7	38
√ 88. Procures substitutes for those teachers who are engaged in special assignments of work (e.g. curriculum making)	9.5	200	174	72.5	181	2.1	111
√ 89. Changes experienced teachers in other grades or different types of work to stimulate professional growth	37.0	117	92	73.6	177	2.6	177.5

The Section, the Number, and the Statement of the Activity	Elementary Principals			Educational Specialists			
	1	2	3	4	5	6	7
90. Shows teachers how to organize routine work so as to save their nervous energy for actual classroom teaching	68.2	25	16	92.5	77.0	2.0	90
91. Encourages teachers to support and attend professional organizations	95.1	1	1	100	10	2.1	111
92. Recommends to teachers the most profitable courses in professional training institutions	69.6	18	28	95	56	2.3	143
93. Discusses with teachers the papers which they prepare in connection with professional courses or for professional meetings	28.4	142.5	100	80	153.5	2.6	177.5
94. Encourages teachers to measure their growth in professional knowledge by taking professional (trade) tests prepared by educational experts	14.4	184	202	74.3	175	3.4	206.5
95. Keeps on file an individual record of the various means taken by the teachers to improve themselves professionally	19.3	175.5	146	89.4	100.5	2.7	187
96. Draws up a plan for classroom visitation, conferences, teachers' meetings, and professional reading to represent the particular lines of improvement to be attempted during the year	29.4	137	153	100	10	1.5	14.5
97. Prepares bulletins to meet the needs of the teachers as these needs arise in the school	50.9	65.5	97	97.4	43	2.0	90
C. IMPROVING THE CLASSIFICATION AND PROMOTION OF PUPILS							
98. Makes age-grade-progress tables to show the situation in this school in respect to acceleration and retardation of pupils	62.3	37.5	42	82.5	142.5	1.9	68
99. Makes a table to show in which grades the pupils seem to meet the greatest difficulties, or in which grades the largest number of failures has taken place	40.2	108	83	87.1	116	1.7	38
100. Makes a table to show what percentage of pupils has failed in one or more subjects during their school careers	28.7	139	139	82	147.5	2.	126.5
101. Gives group intelligence tests for the purpose of classifying pupils in this school	68.8	22	55	80	153.5	1.6	26.5
102. Gives standard educational tests for the purpose of classifying pupils in this school	70.3	15	26	82.5	142.5	1.6	26.5
103. Scores and tabulates the results of intelligence tests	67.4	27	25	75	172	2.0	90
104. Scores and tabulates the results of educational tests	69.4	19.5	30	75	172	1.9	68
105. Calculates and makes a permanent record for individual pupils as follows:							
Mental age	59.5	45	41	82.5	142.5	1.8	51.5
106. Intelligence quotient	62.0	41.5	56	82.5	142.5	1.8	51.5
107. Educational (subject) age	39.0	111	131	77.5	160.5	2.0	90

The Section, the Number, and the Statement of the Activity	Elementary Principals			Educational Specialists			
	1	2	3	4	5	6	7
108. Educational quotient	45.5	91	105	76.3	166	2.0	90
109. Accomplishment quotient	46.8	86	104	79.4	157.5	2.0	90
110. Prepares tables and graphs of the results of intelligence tests	44.0	96.5	81	76.9	163	2.2	126.5
111. Prepares tables and graphs of the results of educational tests	49.6	71	69	84.6	131.5	2.1	111
112. Prepares a classification sheet to show to which grades pupils should belong according to all the facts collected and recorded concerning them	31.1	132	115	94.8	62	2.0	90
113. Makes special promotions or demotions of pupils in order to classify them by grades according to all the facts collected and recorded concerning them, as far as conditions seem to warrant such action	76.2	6	15	82.1	146	1.6	26.5
114. Makes arrangements for a careful physical examination of pupils at least once a year	71.4	13	22	84.6	131.5	1.5	14.5
115. Maintains a cumulative record system for the facts thus obtained	63.5	32	67	94.7	65	1.6	26.5
116. Makes a plan for gathering and recording information concerning the home and social environment of the pupils in this school	25.0	152	167	91.8	89	2.1	111
117. Prepares a classification sheet to show to which homogeneous group within a grade pupils should belong according to the record of the following items: Intelligence quotient	31.6	129	113	89.1	103	1.9	68
118. Educational quotient	22.3	166	202	83.3	136.5	2.1	111
119. Previous school marks	30.0	135.5	84	83.3	136.5	2.3	143
120. Home and social environment	10.3	197.5	195	76.4	165	2.6	178
121. Teacher's judgment of ability	37.9	115	86	88.8	104	2.2	126.5
√ 122. Physical conditions	20.8	170	134	74.2	176	2.2	126.5
√ 123. Days of attendance	20.9	169	123	68.5	192	2.6	177.5
124. Study habits	16.5	180	155	75.0	172	2.4	157
125. Special interests	12.1	195	187	79.4	157.5	2.3	143
√ 126. Gives individual intelligence tests to pupils in this school before they are classified for special purposes (e.g. subnormal class)	50.7	67	81	66.6	195	1.5	14.5
127. Plans the organization of an opportunity (ungraded) room for the pupils of this school	40.4	106	93	94.8	62	1.7	38
√ 128. Makes a promotion plan whereby superior pupils may complete the elementary school as follows: In less than normal time with little enrichment of curriculum	44.0	96.5	81	54.0	204	2.9	197
129. In normal time with much enrichment of curriculum	37.3	116	101	83.7	135	1.7	38
130. Makes a definite study of the causes of absence of pupils	61.0	43	124	87.1	116	2.2	126.5
131. Suggests how to improve the attendance of pupils	69.7	17	13	94.8	62	2.0	90

The Section, the Number, and the Statement of the Activity	Elementary Principals			Educational Specialists			
	1	2	3	4	5	6	7
132. Requires pupils doing unsatisfactory work to report to him at definite intervals	69.4	19.5	18	84.2	134	2.8	193
133. Selects over-age pupils to be sent to the junior high school for special classification and treatment	36.1	119	96	92.3	86.5	2.0	90
134. Makes a plan whereby pupils may pass to some other grade to receive instruction in one or more subjects in which they are either ahead of or behind their classes	59.8	44	59	100	10	2.0	90
√ 135. Makes a plan whereby the teachers are advanced to one or more higher grades with the same class	27.8	145	122	63.1	198	3.3	204.5
√ 136. Coaches pupils who need special help	53.0	56	127	40.5	208	3.2	201.5
137. Makes a plan for recording pupils' achievements in the general or extra-curricular activities of the school	13.6	187	181	94.8	62	2.6	177.5
138. Makes a systematic plan for periodical examination or analysis of all the records accumulated for each pupil	19.7	173	202	92.5	77	2.2	126.5
139. Makes a written statement for future reference concerning the variations of each class from normal conditions and the special adaptations made to meet these conditions	7.4	194	193	89.4	100.5	2.5	167
D. IMPROVING THE CURRICULUM							
√ 140. Makes a list of guiding principles and assumptions for curriculum making	18	179	165	67.5	194	1.5	14.5
141. Makes a social and economic survey of the community of this school to determine its educational needs	23.4	160	152	77.5	160.5	1.7	38
√ 142. Makes a plan of organization for the materials of the curriculum	24.7	153	140	71.0	184	1.5	14.5
√ 143. Prepares a list of educational objectives for each grade	23.7	158	116	69.2	191	1.5	14.5
√ 144. Makes an analysis of one or more adult activities carried on in the community to determine what future needs this school should attempt to supply through classroom instruction	10.1	199	172	58.9	202	1.4	157
145. Makes an analysis of one or more children's activities carried on outside of school, to determine what immediate needs this school should attempt to supply through classroom instruction	22.9	163	143	80.0	153.5	1.9	68
√ 146. Makes a list of suggestive projects for each grade	22.4	165	138	70.0	189	2.0	90
√ 147. Makes a list of ideas to describe and identify the moral situations likely to arise and also a list of responses joined appropriately to these ideas	13.9	185.5	202	64.1	197	2.5	167

The Section, the Number, and the Statement of the Activity	Elementary Principals			Educational Specialists			
	1	2	3	4	5	6	7
√ 148. Makes a collection of carefully selected episodes, anecdotes, stories, maps, pictures, graphs, statistics, etc., as social science materials	24.1	156.5	202	61.5	201	2.5	167
√ 149. Puts the scientific studies of relative values of subject matter, for one or more subjects, into a form suitable for use by teachers	10.3	197.5	180	70.0	189	2.0	90
√ 150. Makes a tentative gradation of subject matter according to the maturity of the children in this school	21.2	167	176	70.7	186	2.0	90
151. Makes a list of approved extra-curricular activities	28.4	142.5	112	82.9	138.5	2.1	111
152. Suggests how to organize and carry on these activities	30.9	133	91	92.6	67.5	2.0	90
√ 153. Determines the number of minutes per week to be devoted to each subject in each grade in this school	42.7	100	95	70	189	2.7	187
154. Makes supplementary outlines for use in this school along with the adopted curriculum of the city	31.3	130.5	88	87.1	116	2.3	143
155. Gives instructions concerning the parts of the adopted curriculum which should be emphasized or should be omitted in the classroom work of this school	53.7	54	57	85.3	121.5	2.1	111
156. Gives instructions concerning the kind and amount of work which bright children may be expected to do in addition to the adopted curriculum	45.1	94	79	80.4	149.5	1.8	51.5
157. Gives instructions concerning the kind and amount of work to be considered as minimum essentials in this school	52.5	59	51	75.6	168.5	2.0	90
√ 158. Selects those features from courses of study of other cities which seem most suitable for use in this school	25.3	150.5	147	72.5	181	2.9	197.5
√ 159. Puts mathematical problems and other teaching materials associated with the life of the community of this school into a form suitable for use by the teachers	19.3	175.5	173	65.0	196	2.7	187
160. Makes a definite study of the errors made by the pupils in this school in one or more subjects of instruction	41.4	102	120	87.8	107.5	2.3	143
161. Prepares a graded list of such errors for teaching purposes	28.5	140.5	156	85.5	121.5	2.4	157
162. Organizes one or more experiments in the use of new curriculum materials in this school and summarizes the results	20.0	171.5	161	92.5	77	1.7	38
√ 163. Collects the opinions of laymen concerning what they consider desirable to include in the curriculum	13.3	191	162	53.8	205	3.2	201.5
164. Conducts a campaign of enlightenment to make parents familiar with the adopted curriculum	33.4	126	106	82.0	147.5	1.7	38

The Section, the Number, and the Statement of the Activity	Elementary Principals			Educational Specialists			
	1	2	3	4	5	6	7
165. Keeps teachers informed concerning the changes which professors of education suggest for the improvement of the curriculum.	43.0	76.5	85	82.9	138.5	2.1	111
√ 166. Makes a plan for continuous and systematic revision of the curriculum.	19.4	174	171	72.5	181	1.5	14.5
E. IMPROVING THE SELECTION AND USE OF SCHOOL SUPPLIES							
167. Determines what portion of the budget allowance for this school is to be spent in any one year for textbooks, paper, library books, etc.	18.5	178	166	85.0	127	1.9	68
√ 168. Collects samples, illustrations, and descriptions of supplies and equipment to assist in making proper selection of same.	34.0	124	102	62.5	199.5	2.3	143
169. Uses the estimates of teachers to prepare requisitions for supplies through the central office	63.9	31	47	97.4	43	2.7	187
170. Suggests how to distribute and use school supplies in the classroom in the most economical and efficient manner	73.0	10	14	84.6	131.5	2.3	143
171. Collects from various sources (e.g. the homes) materials needed by pupils to carry out their activities in the classrooms.	48.0	76.5	72	76.9	163	2.6	177.5
172. Uses a score card or list of criteria to show to what extent the teaching equipment of the school is considered adequate or satisfactory for efficient classroom instruction.	8.9	202	202	90.0	96	2.2	126.5
173. Uses a score card or list of criteria to judge the relative merits of textbooks being considered for adoption.	11.5	196	202	82.5	142.5	1.8	51.5
174. Instructs the teachers how to use the score card	6.3	207	202	87.1	116	2.0	90
175. Prepares a statement of the strong and weak points of the textbooks being considered for adoption and sends copy of this statement to the superintendent's office.	13.0	192	119	89.4	100.5	1.9	68
176. Prepares a list of library books desirable and available for collateral reading by the pupils	47.8	78	110	80.0	153.5	1.9	68
177. Makes a list of library books for appreciative reading, that are preferred by the pupils of the different grades	38.7	114	121	75.0	172	1.9	68
F. IMPROVING THE GENERAL SCHOOL CONDITIONS							
178. Uses a score card to show to what extent the physical conditions of the classrooms and the building in general are considered satisfactory for effective school work	13.6	187	182	87.5	112	1.9	68

The Section, the Number, and the Statement of the Activity	Elementary Principals			Educational Specialists			
	1	2	3	4	5	6	7
179. Makes recommendations to the superintendent for improving these conditions	57.7	51	46	100	10	1.7	38
180. Uses an observation outline to show to what extent the janitorial service is considered satisfactory for effective school work	25.5	149	135	95.0	56	2.1	111
181. Gives instructions to the janitor for improving this service	71.5	12	20	92.5	77	0.9	68
182. Uses an observation outline to show to what extent the appearance of the class room is considered satisfactory	24.1	156.5	160	87.5	112	2.6	177.5
183. Suggests how to improve the appearance of the rooms	74.3	8	3	94.8	62	2.3	143
184. Uses an observation outline to show to what extent the discipline in the classrooms is considered satisfactory	25.5	150.5	158	90.0	96	2.4	157
185. Suggests how to improve the discipline	79.6	4	5	100	10	2.0	90
186. Uses a health and nutrition survey outline to show to what extent the existing conditions as to health habits, play activities, etc., are considered satisfactory for effective school work	28.1	144	189	85	127	1.9	68
187. Suggests how to improve these conditions	55.	452	50	90	96	1.6	26.5
188. Uses a score card to show to what extent he considers the printed forms for records and reports used in this school adequate for maintaining satisfactory school standards	7.2	205	202	84.6	131.5	2.6	177.5
189. Makes recommendations to superintendent for improving these forms	30.2	134	108	97.5	30	2.2	126.5
190. Makes a definite study of school marks as given by the teachers of this school over a period of years	32.9	128	185	92.5	77	2.2	126.5
191. Gives instructions for improving the methods estimating the work of pupils	58.8	49	44	100	10	1.8	51.5
192. Gives instructions concerning the making of daily program schedules	74.8	7	11	97.5	30	2.2	126.5
193. Arranges for exchange of work for teachers who are unable to teach the special subjects (music, drawing, etc.)	65.5	28.5	43	92.5	77	2.0	90
194. Makes a plan for a special type of organization whereby the teachers of the so-called regular subjects are relieved from the direction of extra-curricular activities (e.g. platoon school)	18.6	177	157	71.7	183	2.5	167
195. Makes a plan for a special type of organization whereby the number of different daily preparations for teachers is reduced as far as possible	38.9	112.5	75	95.0	56	2.0	90
196. Makes a list of the jobs in this school, including teaching and extra-curricular activities, to determine the total load of work for the teachers	23.5	159	202	97.4	43	1.9	68

The Section, the Number, and the Statement of the Activity	Elementary Principals			Educational Specialists			
	1	2	3	4	5	6	7
197. Prepares a table to show the relative difficulty of directing the various school jobs, in order to determine the load of work for each teacher	8.3	203	168	87.5	112	2.2	126.5
198. Makes a plan for "make-up" work whereby the time taken from daily preparation of teachers for regular work is reduced to a minimum	12.9	193	144	92.3	86.5	2.3	143
199. Makes a definite study of the nature and frequency of the interruptions in the daily programs of this school for which the teachers are not responsible	36.3	118	202	92.5	77	2.3	143
200. Makes recommendations for reducing the interruptions in the daily programs of this school for which the teachers are not responsible	51.1	55	118	97.5	30	2.3	143
201. Makes occupational descriptions of the different teaching positions in this school, with a view to improving the selection of teachers	15.9	182	186	89.4	100.5	2.1	111
202. Makes suggestions or recommendations for filling vacant teaching positions in this school	59.2	46	48	97.5	30	1.3	3.5
203. Provides teachers with a summarized statement of the established rules, regulations, and policies enforced in this school	62.1	39.5	63	92.5	77	2.2	126.5
204. Visits parents and pupils in their homes in order to increase the service of the school and to win for the school a more intelligent and whole-hearted support	45.7	89.5	89	92.3	86.5	2.5	167
205. Gives at public meetings talks and addresses concerning the work of the school	62.7	34	191	100	10	2.0	90
206. Refers to visiting teacher individual cases for investigation and report	34.9	122.5	202	97.5	30	1.8	51.5
207. Directs the preparation of a school newspaper or bulletin to show to parents the results of the work in this school	24.4	154.5	183	95	56	2.3	143
208. Assists in making suitable programs for parent-teacher association	62.7	5	177	95	56	2.1	111

TRIAL FORM OF CHECKING LIST — FIRST PAGE

SUPERVISORY ACTIVITIES OF ELEMENTARY SCHOOL PRINCIPAL FOR THE IMPROVEMENT OF CLASSROOM INSTRUCTION

Prepared by W. P. Dyer
Teachers College
Columbia University
Not released for
publication in any form

Check in the proper column to indicate in what way you usually have a share in the performance of the following activities:

Column 1–P — I do it *myself.*
Column 2–AP — I give directions to and have it done by *assistant principal.*
Column 3–T — I give directions to and have *it done by teachers.*
Column 4–OC — I give directions to and have it done by *office clerk.*
Column 5–S — I assist the *superintendent* or *supervisors.*
Column 6–Co — I do as member of *city committee.*
Column 7–N — I *do not* do it at all.

	1	2	3	4	5	6	7
	P	AP	T	OC	S	Co	N
B. IMPROVING THE TECHNIQUE OF TEACHING							
1. Prepares a list of *general principles* of teaching as found in educational literature, to be followed in the school							
2. Prepares a list of *special methods* of teaching one or more subjects, as found in educational literature, to be practiced in the school.							
3. Analyzes one or more subjects of instruction into definite *activities* for pupil and teacher.							
4. Makes a study of the relative amount of *teacher participation* and *pupil participation* in classroom activities and suggests points for improvement.							
5. Gives suggestions or instructions how to *stimulate* and *guide pupils* in planning, performing, and evaluating their *purposeful* activities.							
6. Gives suggestions or instructions how to *organize subject matter around* a *few large problems,* each of which is a significant unit.							
7. Gives instructions or suggestions how to *stimulate* and *guide pupils* in planning, performing, and reporting their *home project* work.							

RETURN NOT LATER THAN DEC. 1st, 1925.

A CHECKING LIST

OF THE

Activities of the Elementary School Principal

FOR THE

Improvement of Classroom Instruction

PREPARED BY W. P. DYER, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NEW YORK CITY.

Not released for publication in any form.

DIRECTIONS TO PRINCIPALS:

1. **Check "YES" if you actually perform the activity under the conditions as they exist in the school over which you now have authority as principal;**
   or, if the assistant principal, teachers, or office clerk actually carries on the activity under your direction, or at your suggestion, or with your help;
   or, if you have a definite, important, or significant part in the performance of the activity in cooperation with the superintendent, supervisors, research department, or others.
2. **Check "NO" if you actually do not perform the activity, altho you know how to do it and plan to carry it out when the conditions are more favorable than they are at present;**
   or, if the superintendent, supervisors, research department, or others perform the activity for your school without definite, important, or significant assistance on your part.
3. **Challenge the validity of your answers by asking yourself the question as you check, "Can I, if asked to do so, furnish satisfactory proof or evidence that I have a significant part in the performance of the activity?"**
4. **Check carefully one or more sections of the list, rather than check hastily the entire list.**
5. **Glance over the entire list before beginning to check.**

A. IMPROVING THE TECHNIQUE OF TEACHING

1. (a) Prepares a list of general *principles* of teaching, as found in educational literature, to be followed in this school. ..... YES NO
   (b) Discusses such principles with the teachers ..... YES NO
2. (a) Prepares a list of special *methods* of teaching one or more subjects, as found in educational literature, to be followed in this school ..... YES NO
   (b) Discusses such methods with the teachers ..... YES NO
3. (a) Analyzes one or more subjects of instruction into definite *activities* for pupil and teacher YES NO
   (b) Discusses such activities with the teachers ..... YES NO
4. Gives suggestions or instructions how to stimulate and guide pupils in planning, performing, and evaluating their *purposeful activities* (projects) ..... YES NO
5. Gives suggestions or instructions how to organize subject matter around large *problems*, each of which is a significant unit ..... YES NO
6. Gives suggestions or instructions how to adapt methods of teaching to the *individual differences* of pupils. ..... YES NO
7. (a) Makes a definite study of pupils' special *interests*. ..... YES NO
   (b) Suggests how to make effective use of special interests. ..... YES NO
8. (a) Makes a definite study of the *attitudes*, appreciations, and ideals of the pupils in this school. ..... YES NO
   (b) Suggests how to develop or improve these attitudes. ..... YES NO
9. Suggests how to develop skill on the part of the pupils in judging *moral situations* as they arise, and in making appropriate responses. ..... YES NO
10. (a) Makes a definite investigation of the *study habits* of pupils in this school ..... YES NO
    (b) Suggests how to improve these study habits ..... YES NO

11. (a) Makes a definite study of the methods of *questioning* pupils *orally* in this school ..... YES NO
    (b) Suggests how to improve these methods of questioning ..... YES NO

12. Prepares a series of *practice materials* of a self-directing nature which pupils may use independently in their study. ..... YES NO

13. (a) Makes a definite study of the time spent upon *oral* and *written work* in this school ..... YES NO
    (b) Suggests desirable changes of emphasis ..... YES NO

14. (a) Makes a definite study of the amount of *home work* assigned to pupils in this school ..... YES NO
    (b) Gives instructions concerning the policy of home work. ..... YES NO

15. Gives suggestions or instructions how to conduct short period *drives* for the mastery of some skill or body of facts. ..... YES NO

16. Lays out into parts the work to be done in each grade in this school and *spaces* these *requirements* in order that the work may proceed evenly from week to week and from month to month ..... YES NO

17. Gives suggestions or instructions how to conduct various *types* of lessons. (e. g. drill lessons) ..... YES NO

18. Gives suggestions or instructions how to conduct *socialized recitations.* ..... YES NO

19. (a) Makes a definite study of the methods of making *assignments* of work for pupils in this school. ..... YES NO
    (b) Suggests how to improve these methods of assigning work. ..... YES NO

20. (a) Makes a definite study of the relative value of different *devices* or exercises for obtaining specific results. ..... YES NO
    (b) Suggests how to improve the use of such devices. ..... YES NO

21. (a) Prepares a definite outline for teachers to follow who need help in the *planning* of *lessons.* YES NO
    (b) Suggests how to improve lesson plans ..... YES NO

22. Prepares for illustrative purposes a series of *lesson plans* in one or more subjects ..... YES NO

23. Prepares for illustrative purposes a series of lesson plans to show the kind or degree of *correlation* which is considered desirable between the different subjects. ..... YES NO

24. Causes a permanent *record* of *projects,* worked out satisfactorily by pupils in this school, to be made for illustrative purposes. ..... YES NO

25. Prepares a series of typical assignments for pupils who are working under a special plan of *individual instruction.* ..... YES NO

26. (a) Makes a definite *plan* for *observing* and studying a specific problem of teaching through all the grades. ..... YES NO
    (b) Keeps the teachers informed about the plan. ..... YES NO

27. Uses a list of specific activities for pupils and teachers in one or more subjects of instruction for the purpose of *observing* the *efficiency* of teaching. ..... YES NO

28. (a) Makes a list of the improvements or *changes* in *methods* of teaching to be sought in this school. ..... YES NO
    (b) Asks the teachers to check their own work and report as to the degree or extent of their conformity with the changes agreed upon. ..... YES NO

29. Uses during visits in the classrooms a *chart* or diagram as an objective means of checking and recording the activities of pupils and teacher. ..... YES NO

30. Uses a personal *note-book* or cards to make brief notes of what is observed during visits in the classrooms. ..... YES NO

31. (a) Makes an *analytical summary* of observations, before or after leaving the classroom ..... YES NO
    (b) Gives duplicate of summary to teacher ..... YES NO

32. Writes *letters* to teachers for the purpose of summarizing the suggestions or comments given orally concerning observations in the classrooms. ..... YES NO

33. (a) Prepares *examination questions* of the ordinary or non-objective type to determine the progress of pupils ..... YES NO
    (b) Suggests how to improve examination questions of ordinary type ..... YES NO
    (c) Suggests how to improve the *marking* of examination papers of ordinary type ..... YES NO

34. (a) Prepares informal *objective tests.* ..... YES NO
    (b) Suggests how to prepare informal objective tests. ..... YES NO

35. Suggests how to use *outlines* and summaries as objective means of checking the progress of pupils. YES NO

36. Gives *standard educational tests* to determine the progress of pupils, as follows: (Check separately)
(a) in 8th grade only YES NO (c) in 3rd, 4th, and 5th grades YES NO
(b) in 6th, 7th, and 8th grades YES NO (d) in 1st and 2nd grades YES NO

37. (a) Makes a *diagnosis* of the types of *errors* made by individual pupils in one or more subjects YES NO
(b) Prescribes remedial procedure for those pupils who need special help. YES NO

38. Suggests one or more *objective schemes* whereby pupils may keep a record of the progress which they are making. YES NO

39. Makes a definite *study* of the results of standard educational *tests* in this school for the purpose of checking up and *improving* the *methods* of teaching. YES NO

40. Organizes one or more carefully controlled *experiments* in methods of teaching and summarizes the results. YES NO

(Add here other activities which you as principal perform for improving the technique of teaching.)

B. IMPROVING TEACHERS IN SERVICE

1. Holds *conferences* with *individual* teachers and points out the strong and weak features of their work. YES NO

2. Holds *group conferences* with those teachers who have the same type of difficulty or similar teaching problem. YES NO

3. Keeps a *record* of *comments* and suggestions made during conferences with teachers. YES NO

4. Keeps on file *stenographic reports* of *discussions* of teaching problems at teachers' meetings or conferences with teachers. YES NO

5. Presents at teachers' meetings a *summary* of *observations* made during visits in the classrooms YES NO

6. Invites *educational experts* to talk at teachers' meetings. YES NO

7. Prepares for teachers in advance of meetings briefs or *outlines* of the *topics* to be discussed, with references to educational literature. YES NO

8. Conducts a course in *professional reading* or study YES NO

9. Calls for *reports* at teachers' meetings of *experiments* and investigations going on in this school YES NO

10. Sends a teacher who needs help in teaching technique to *visit* a *teacher* who is noted for her skillful procedure YES NO

11. Requires a weak teacher to use a *visiting outline* for indicating the main points which she is to observe and report upon when she returns from the visit YES NO

12. Invites superior teachers to report at teachers' meetings the excellent features which they have observed in *other schools* YES NO

13. Arranges for *exchange* of *visits* between teachers of different grades YES NO

14. (a) Arranges for *demonstration lessons* to be given by skillful teachers YES NO
(b) Gives demonstration lessons to illustrate specific teaching problems YES NO

15. Uses for *illustrative* purposes the plans, procedure, and outcomes of *lessons* taught by successful teachers of this school YES NO

16. Uses for illustrative purposes *stenographic reports* of *lessons* taught by successful teachers of this school YES NO

17. Instructs teachers concerning the *methods* of *giving*, scoring, and interpreting standard *tests* YES NO

18. Informs teachers just what requirements enter into the *estimation* of the *value* of their *work* and just how that estimation will be recorded YES NO

19. Asks teachers to judge their work upon a *rating scale* and discusses with them any differences which exist between these ratings and the ones made by the principal YES NO

20. Makes ratings of teachers on the basis of the *accomplishment quotients* of their pupils YES NO

21. Writes *accounts* of the *achievements* of the teachers of this school for publication in magazines or local bulletins YES NO

22. Makes a *card catalogue* of teaching problems, with appropriate references to educational literature ..... YES NO
23. Organizes a *professional library* for this school ..... YES NO
24. Organizes a professional *magazine club* in the school ..... YES NO
25. Appoints *committees* of *teachers* to attack the solution of problems in which they are interested ..... YES NO
26. Procures *substitutes* for those teachers who are engaged in *special assignments* of work (e. g. curriculum making) ..... YES NO
27. *Changes* experienced *teachers* to other grades or different types of work to stimulate professional growth ..... YES NO
28. Shows teachers how to organize *routine work* so as to save their nervous energy for actual classroom teaching ..... YES NO
29. Encourages teachers to support and attend *professional organizations* ..... YES NO
30. Recommends to teachers the most profitable *courses* in *professional* training institutions ..... YES NO
31. Discusses with teachers the *papers* which they prepare in connection with *professional* courses or for professional meetings ..... YES NO
32. Encourages teachers to measure their growth in professional knowledge by taking *professional* (trade) *tests* prepared by educational experts ..... YES NO
33. Keeps on file an individual *record* of the various *means* taken by the teachers to *improve* themselves *professionally* ..... YES NO
34. Draws up a *plan* for classroom visitation, conferences, teachers' meetings, and professional reading to represent the particular *lines* of improvement to be attempted during the year ..... YES NO
35. Prepares *bulletins* to meet the needs of the teachers as these needs arise in the school ..... YES NO

(Add here other activities which you as principal perform for improving teachers in service.)

C. IMPROVING THE CLASSIFICATION AND PROMOTION OF PUPILS

1. Makes *age-grade-progress tables* to show the situation in this school in respect to acceleration and retardation of pupils ..... YES NO
2. Makes a table to show in which grades the pupils seem to meet the greatest difficulties, or in which *grades* the largest number of *failures* has taken place ..... YES NO
3. Makes a table to show what *percentage* of pupils has failed in one or more *subjects* during their school careers. ..... YES NO
4. Gives *group intelligence tests* for the purpose of classifying pupils in this school ..... YES NO
5. Gives *standard educational tests* for the purpose of classifying pupils in this school ..... YES NO
6. *Scores* and *tabulates* the results of
   (a) intelligence tests ..... YES NO
   (b) educational tests ..... YES NO
7. Calculates and makes a *permanent record* for individual pupils as follows: (Check separately).
   (a) Mental age ..... YES NO
   (b) intelligence quotient ..... YES NO
   (c) educational (subject) age ..... YES NO
   (d) educational quotient ..... YES NO
   (e) accomplishment quotient ..... YES NO
8. Prepares *tables* and *graphs* of the results of
   (a) intelligence tests ..... YES NO
   (b) educational tests ..... YES NO
9. Prepares a *classification sheet* to show to which grades pupils should belong according to all the facts collected and recorded concerning them ..... YES NO
10. Makes *special promotions* or demotions of pupils in order to classify them by grades according to all the facts collected and recorded concerning them, as far as conditions seem to warrant such action YES NO
11. (a) Makes arrangements for a careful *physical examination* of pupils at least once a year ..... YES NO
    (b) Maintains a cumulative record system for the facts thus obtained ..... YES NO
12. Makes a plan for gathering and recording information concerning the *home* and *social environment* of the pupils in this school ..... YES NO

13. Prepares a classification sheet to show to which *homogenous group* within a grade pupils should belong according to the record of the following items: (Check separately the items used.)

(a) intelligence quotient	YES	NO	(f) physical conditions	YES	NO
(b) educational quotient	YES	NO	(g) days of attendance	YES	NO
(c) previous school marks	YES	NO	(h) study habits	YES	NO
(d) home and social environment	YES	NO	(i) special interests	YES	NO
(e) teacher's judgment of ability	YES	NO	(j)	YES	NO

14. Gives *individual intelligence tests* to pupils in this school before they are classified for special purposes (e. g. subnormal class) YES NO

15. Plans the organization of an *opportunity* (ungraded) *room* for the pupils of this school YES NO

16. Makes a *promotion plan* whereby superior pupils may complete the elementary school as follows: (Check separately.)
    (a) in less than normal time with little enrichment of curriculum YES NO
    (b) in normal time with much enrichment of curriculum YES NO

17. (a) Makes a definite study of the *causes* of *absence* of pupils YES NO
    (b) Suggests how to improve the attendance of pupils. YES NO

18. Requires *pupils* doing unsatisfactory work to *report* to him at definite intervals YES NO

19. Selects *over-age pupils* to be sent to the junior high school for special classification and treatment. YES NO

20. Makes a plan whereby *pupils* may pass to some *other grade* to receive instruction in one or more subjects in which they are either ahead of or behind their classes. YES NO

21. Makes a plan whereby the *teachers* are *advanced* to one or more higher grades *with* the same class. YES NO

22. *Coaches* pupils who need special help. YES NO

23. Makes a plan for recording pupils' achievements in the general or *extra-curricular activities* of the school. YES NO

24. Makes a systematic plan for periodical examination or *analysis* of *all* the *records* accumulated for each pupil. YES NO

25. Makes a written statement for future reference concerning the *variations* of each class *from normal* conditions and the special adaptations made to meet these conditions. YES NO

(Add here other activities which you as principal perform for improving the classification and promotion of pupils.)

D. IMPROVING THE CURRICULUM

1. Makes a list of *guiding principles* and assumptions for curriculum making. YES NO

2. Makes a *social* and economic *survey* of the community of this school to determine its educational needs. YES NO

3. Makes a *plan* of *organization* for the materials of the curriculum YES NO

4. Prepares a list of *educational objectives* for each grade YES NO

5. Makes an analysis of one or more *adult activities* carried on in the community to determine what future needs this school should attempt to supply through classroom instruction YES NO

6. Makes an analysis of one or more *children's activities* carried on outside of school, to determine what immediate needs this school should attempt to supply through classroom instruction YES NO

7. Makes a list of suggestive *projects* for each grade YES NO

8. Makes a list of ideas to describe and identify the *moral situations* likely to arise and also a list of responses joined appropriately to these ideas YES NO

9. Makes a *collection* of carefully selected episodes, anecdotes, stories, maps, pictures, graphs, statistics, etc., as *social science* materials YES NO

10. Puts the scientific studies of *relative values* of *subject matter*, for one or more subjects, into a form suitable for use by teachers YES NO

11. Makes a tentative *gradation* of *subject matter* according to the *maturity* of the children in this school ..... YES NO
12. (a) Makes a list of approved *extra-curricular* activities ..... YES NO
    (b) Suggests how to organize and carry on these activities ..... YES NO
13. Determines the number of *minutes* per week to be devoted to *each subject* in each grade in this school ..... YES NO
14. Makes *supplementary outlines* for use in this school along with the adopted curriculum of the city ..... YES NO
15. Gives instructions concerning the *parts* of the adopted curriculum which should be *emphasized* or should be omitted in the classroom work of this school ..... YES NO
16. Gives instructions concerning the kind and amount of *work* which *bright children* may be expected to do in addition to the adopted curriculum ..... YES NO
17. Gives instructions concerning the kind and amount of work to be considered as *minimum essentials* in this school ..... YES NO
18. Selects those features from *courses* of study of *other cities* which seem most suitable for use in this school ..... YES NO
19. Puts mathematical *problems* and other teaching materials associated with the life of the *community* of this school into a form suitable for use by the teachers ..... YES NO
20. (a) Makes a definite study of the *errors* made by the *pupils* in this school in one or more subjects of instruction ..... YES NO
    (b) Prepares a graded list of such errors for teaching purposes ..... YES NO
21. Organizes one or more *experiments* in the use of *new* curriculum *materials* in this school and summarizes the results ..... YES NO
22. Collects the *opinions* of *laymen* concerning what they consider desirable to include in the curriculum ..... YES NO
23. Conducts a campaign of *enlightenment* to make *parents* familiar with the adopted curriculum ..... YES NO
24. Keeps teachers informed concerning the *changes* which *professors* of *education* suggest for the improvement of the curriculum ..... YES NO
25. Makes a *plan* for continuous and systematic *revision* of the curriculum ..... YES NO

(Add here other activities which you as principal perform for improving the curriculum.)

E. IMPROVING THE SELECTION AND USE OF SCHOOL SUPPLIES

1. Determines what portion of the *budget allowance* for this school is to be spent in any one year for text-books, paper, library books, etc. ..... YES NO
2. Collects *samples*, illustrations, and descriptions of *supplies* and equipment to assist in making proper selection of same ..... YES NO
3. Uses the *estimates* of teachers to prepare *requisitions* for supplies through the central office ..... YES NO
4. Suggests how to *distribute* and use school *supplies* in the classroom in the most economical and efficient manner ..... YES NO
5. Collects from *various sources* (e. g. the homes) *materials* needed by pupils to carry out their activities in the classrooms ..... YES NO
6. Uses a *score card* or list of criteria to show to what extent the teaching *equipment* of the school is considered adequate or satisfactory for efficient classroom instruction ..... YES NO
7. (a) Uses a *score card* or list of criteria to judge the relative merits of text-books being considered for adoption ..... YES NO
   (b) Instructs the teachers how to use the score card ..... YES NO
   (c) Prepares a statement of the strong and weak points of the text-books being considered for adoption and sends copy of this statement to the superintendent's office ..... YES NO
8. Prepares a list of library books desirable and available for *collateral reading* by the pupils ..... YES NO
9. Makes a list of library books for *appreciative reading*, that are preferred by the pupils of the different grades ..... YES NO

(Add here other activities which you as principal perform for improving the selection and use of school supplies.)

F. IMPROVING THE GENERAL SCHOOL CONDITIONS

1. (a) Uses a *score card* to show to what extent the physical conditions of the classrooms and the *building* in general are considered satisfactory for effective school work ____ YES NO
   (b) Makes recommendations to the superintendent for improving these conditions ____ YES NO
2. (a) Uses an observation outline to show to what extent the *janitorial service* is considered satisfactory for effective school work ____ YES NO
   (b) Gives instructions to the janitor for improving this service ____ YES NO
3. (a) Uses an observation outline to show to what extent the *appearance* of the *classroom* is considered satisfactory ____ YES NO
   (b) Suggests how to improve the appearance of the rooms ____ YES NO
4. (a) Uses an observation outline to show to what extent the *discipline* in the classrooms is considered satisfactory ____ YES NO
   (b) Suggests how to improve the discipline ____ YES NO
5. (a) Uses a *health* and nutrition *survey* outline to show to what extent the existing conditions as to health habits, play activities, etc., are considered satisfactory for effective school work ____ YES NO
   (b) Suggests how to improve these conditions ____ YES NO
6. (a) Uses a score card to show to what extent he considers the *printed forms* for records and reports used in this school adequate for maintaining satisfactory school standards ____ YES NO
   (b) Makes recommendations to superintendent for improving these forms ____ YES NO
7. (a) Makes a definite study of *school marks* as given by the teachers of this school over a period of years ____ YES NO
   (b) Gives instructions for improving the methods of estimating the work of pupils ____ YES NO
8. Gives instructions concerning the making of *daily program* schedules ____ YES NO
9. Arranges for *exchange* of *work* for teachers who are unable to teach the special subjects (music, drawing, etc.) ____ YES NO
10. Makes a plan for a *special* type of organization whereby the teachers of the so-called regular subjects are relieved from the direction of extra *curricular* activities (e. g. platoon school) ____ YES NO
11. Makes a plan for a special type of organization whereby the number of different *daily preparations* for teachers is reduced as far as possible ____ YES NO
12. Makes a list of the jobs in this school, including teaching and extra-curricular activities, to determine the *total load* of work for the teachers ____ YES NO
13. Prepares a table to show the relative difficulty of directing the various school jobs, in order to determine the *load* of work for *each teacher* ____ YES NO
14. Makes a plan for *"make-up" work* whereby the time taken from daily preparation of teachers for regular work is reduced to a minimum ____ YES NO
15. (a) Makes a definite study of the nature and frequency of the *interruptions* in the *daily programs* of this school for which the teachers are not responsible ____ YES NO
    (b) Makes recommendations for reducing these interruptions ____ YES NO
16. Makes occupational descriptions of the different teaching positions in this school, with a view to improving the *selection* of *teachers* ____ YES NO
17. Makes suggestions or *recommendations* for filling vacant teaching *positions* in this school ____ YES NO
18. Provides teachers with a summarized *statement* of the established *rules*, regulations, and policies enforced in this school ____ YES NO
19. *Visits* parents and pupils in their *homes* in order to increase the service of the school and to win for the school a more intelligent and whole hearted support ____ YES NO
20. Gives at *public* meetings *talks* and addresses concerning the work of the school ____ YES NO
21. Refers to *visiting teacher* individual cases for investigation and report ____ YES NO
22. Directs the preparation of a *school newspaper* or bulletin to show to parents the results of the work in this school ____ YES NO
23. Assists in making suitable programs for *parent-teacher association* ____ YES NO

(Add here other activities which you as principal perform for improving the general school conditions.)

THE ELEMENTARY SCHOOL PRINCIPAL

1. Name of principal_____ 2. Name of school_____
3. City _____ 4. State _____
5. Check number years education beyond high school: (a) in normal school (teachers college) 1__2__3__4__; (b) in academic college 1__2__3__4__5__6__7__; (c) in college of education (school of education) 1__2__3__4__5__6__7__.
6. Check highest institution of which a graduate: (a) high school_____(b) normal school_____ (c) academic college_____(d) college of education_____(e) other institution_____
7. Highest degree now held_____ 8. Date of degree_____
9. Number semester hours (points or credits) of professional training (courses in education): (a) in normal school_____(b) in academic college_____(c) in college of education_____
10. Number semester hours in (a) educational administration_____(b) supervision of instruction_____ (c) methods of teaching_____(d) educational psychology_____ (e) elementary curriculum_____ (f) in courses designed to meet the special problems of the elementary school principal_____(g) in other elementary education courses_____
11. Number semester hours professional training taken since you first became principal: (a) by attendance upon courses during any regular school year_____(b) by attendance at summer sessions_____(c) by attendance upon extra-mural or extension courses_____
12. Name of institution, professor in charge, and title of course which you consider has been of greatest help to you in your work of improving instruction_____
13. Number years experience in educational work: (include this year) (a) as teacher of elementary school _____(b) of high school_____(c) as principal of elementary school_____(d) of high school_____ (e) as superintendent of schools_____(f) other experience _____
14. Number years (a) in present system of schools_____(b) in present position_____
15. (a) Number hours per week now devoted to regular classroom teaching_____(b) in what grades_____
16. (a) Number teachers under your supervision_____(b) number pupils under your charge_____(c) number buildings_____
17. Number assistant principals: full time_____part time_____
18. Number office clerks: full time_____part time_____
19. Grades included in the following organizations: (e.g. 1st to 8th) (a) elementary school, ordinary or common type_____(b) platoon school_____(c) Dalton plan_____ (d) departmental plan_____(e) junior high school_____(f) other type_____
20. Check those school officials who regularly visit your school for the purpose of improving teaching and giving advice to you as supervisor of instruction: superintendent_____assistant superintendent_____ primary grade supervisor_____ intermediate grade supervisor_____ upper grade supervisor_____ penmanship supervisor_____ music supervisor_____ drawing supervisor_____ industrial arts supervisor_____ home economics supervisor_____ manual training supervisor_____ physical education supervisor_____
21. Underscore the school official who, in your opinion, is rendering you the greatest assistance in improving the instruction in your school.
22. Present yearly salary_____

C

LETTERS AND LIST OF COÖPERATING SPECIALISTS

Teachers College
Columbia University
New York City

Dear Principal:

I am asking you to check carefully a list of activities to represent the usual or common practice followed in your school for the improvement of classroom instruction.

You need not hesitate to state the situation as it actually exists in your school for no one will be permitted to examine your answers.

It is not to be expected that any one principal engages in all the activities listed. It is very desirable that you check the list, no matter how few activities you really perform.

No assumption is made that the list represents all the activities which principals ought to carry on for the improvement of instruction, nor is the assumption made that principals ought to do all the things listed.

You will contribute greatly to the value of the study by sending any objective evidence which you have to show the kind of activities which you perform. Samples of reports, records, blank forms, tables, letters, instructions, plans, lists, outlines, recommendations, investigations, agreements, mimeographed materials, minutes of meetings, courses of study, programs, bulletins, publications, etc. will be welcomed. These will be returned upon request.

Yours sincerely,
W. P. Dyer

October, 1925

Members of the Department:

To justify the growing costs of public education and secure cordial support from taxpayers for expenditures which must become rapidly greater if our civilization is to survive, guess work and haphazard procedure in school work must cease. We must know what we are doing. Principals must know what boards of education, superintendents, teachers and the community have a right to require, and they must have a professional training that will enable them to meet these demands efficiently. In short, to approach their work in a scientific, business-like manner. Such is not the case with much of our work today.

It is to furnish some criteria by which principals may judge their work and themselves and to help establish in the near future a standard of what constitutes a competent principal that this study is sent to you. I trust that

you will give it your most careful consideration, answer the queries as completely as you can, and return them to Mr. Dyer at the earliest moment possible.

The paper itself shows the enormous amount of time and thought expended by Mr. Dyer, under the supervision of Dr. George D. Strayer, in its preparation. It is our plan if returns are made promptly to have a brief review and summary of the answers given at our winter meeting in Washington, and later the completed study published as a bulletin of the Department.

I suggest your most hearty coöperation in this important work.

Cordially yours,

IDE G. SARGEANT,
President

INSTITUTE OF EDUCATIONAL RESEARCH
DIVISION OF FIELD STUDIES
GEORGE D. STRAYER, *Director*

April 1, 1926

In his investigation of the work of the elementary school principal, Mr. W. P. Dyer has had the coöperation of 650 school principals distributed throughout the United States. He is anxious to have the opinion of a number of specialists in the field of administration and supervision with regard to activities in which these principals are engaged. I sincerely hope that you may find it possible to coöperate in this undertaking. The form which you are asked to fill out, together with directions, are enclosed.

I, personally, shall appreciate very much your response to this request.

Yours sincerely,

GEORGE D. STRAYER

DIRECTIONS TO EDUCATIONAL EXPERTS ACTING AS JUDGES

STEP 1. How important do you consider each activity of the "Checking List" as a part of a program for improving classroom instruction (whether performed by superintendent, elementary principal, general or special supervisors, research department, or others)? Express your judgment by using a five-point rating scale as follows:

1.....Greatest or supreme importance.
2.....Major importance (between greatest and average importance).
3.....Average or median importance.
4.....Minor importance (between average and no importance).
5.....No importance.

Put the rating figure to the left of the number of the activity. (e.g. 3—46 (a))

STEP 2. Which activities do you think a superintendent of city schools should delegate to his elementary school principals, or for which activities should he hold his principals responsible? Assume that the superintendent is setting up a program of activities that will improve classroom instruction; that he wishes to delegate these activities to the members of his school staff on the basis of the greatest efficiency and economy; that it is possible and feasible to make the conditions favorable for the performance of these activities by the elementary principals, if it seems desirable to include the activities in the work of principals.

Underline "Yes" if you think the principal should actually perform the activity; or if the principal should direct the performance of the activity by his assistant principal, teachers, or office clerk; or if the principal should have a definite, important, or significant part in the performance of the activity in coöperation with the superintendent, general or special supervisors, research department, or others. (e.g. committee work)

Underline "No" if you think that a principal should not have a definite, important, or significant part in the performance of the activity; or if you think the activity has no importance.

Step 3. Do you consider this an adequate list of activities for the improvement of instruction? Cross out or add any words to improve the description of the activity. Add activities which you think have been omitted.

LIST OF EDUCATIONAL SPECIALISTS COÖPERATING

1. J. C. Almack, Leland Stanford University
2. E. J. Ashbaugh, Ohio State University
3. Florence E. Bamberger, Johns Hopkins University
4. J. H. Blackhurst, Purdue University
5. L. J. Brueckner, University of Minnesota
6. F. G. Bonser, Teachers College, Columbia University
7. O. G. Brim, Ohio State University
8. H. S. Barr, University of Wisconsin
9. W. H. Burton, University of Cincinnati
10. J. E. Butterworth, Cornell University
11. B. R. Buckingham, Ohio State University
12. H. L. Camp, University of North Dakota
13. H. F. Clark, Indiana University
14. G. E. Carrothers, Ohio University
15. W. S. Deffenbaugh, U. S. Bureau of Education
16. F. G. Davis, Bucknell University
17. H. L. Donovan, George Peabody College
18. N. H. Dearborn, New York State Department of Education
19. N. L. Engelhardt, Teachers College, Columbia University
20. I. P. Foote, Louisiana University
21. J. G. Fowlkes, University of Wisconsin
22. Emma Grant, Teachers College, Columbia University
23. Francis M. Garver, University of Pennsylvania
24. F. W. Hart, University of California
25. K. J. Hoke, College of William and Mary
26. Ernest Horn, University of Iowa
27. F. E. Henzlik, University of Nebraska
28. H. B. King, Delaware State Department of Public Instruction
29. J. G. Kyte, Teachers College, Columbia University
30. L. V. Koos, University of Minnesota
31. Georgina Lommen, Moorhead State Teachers College
32. J. C. Morrison, Ohio State University
33. J. C. Miller, University of Pennsylvania
34. P. R. Mort, Teachers College, Columbia University
35. H. W. Nutt, Ohio Wesleyan University
36. S. J. Phelps, George Peabody College
37. J. O. Powers, George Washington University

38. B. F. Pittenger, University of Texas
39. C. M. Reinoehl, University of Arkansas
40. H. P. Smith, University of Kansas
41. M. R. Trabue, University of North Carolina
42. F. L. Whitney, Colorado State Teachers College
43. G. M. Wilson, Boston University
44. G. A. Yoakum, University of Pittsburg

B

TABLES—QUALIFICATIONS AND SCHOOL CONDITIONS OF PRINCIPALS

TABLE 17

NUMBER OF COÖPERATING PRINCIPALS IN THE DIFFERENT STATES

Alabama	4	Louisiana	3	Oklahoma	6
Arizona	1	Maine	2	Oregon	8
Arkansas	4	Maryland	8	Pennsylvania	30
California	43	Massachusetts	54	Rhode Island	3
Colorado	18	Michigan	11	South Carolina	3
Connecticut	11	Minnesota	25	Tennessee	1
Delaware	2	Missouri	79	Texas	12
Georgia	1	Montana	2	Utah	4
Illinois	40	Nebraska	8	Vermont	3
Indiana	25	North Carolina	2	Virginia	10
Iowa	11	New Hampshire	3	Washington	18
Kansas	4	New Jersey	71	West Virginia	3
Kentucky	12	New York	46	Wisconsin	16
Florida	5	Ohio	42	District of Columbia	4

TABLE 18

DISTRIBUTION OF PRINCIPALS ACCORDING TO REGIONS[1]

REGIONS	PRINCIPALS AND SUPERVISORS	PER CENT	NUMBER OF PRINCIPALS IN STUDY	PER CENT
New England	1,642	14.9	77	11.7
Middle Atlantic	2,714	24.6	140	21.3
East North Central	2,384	21.5	135	20.5
West North Central	1,103	10.0	126	19.1
South Atlantic	888	8.0	43	6.6
East South Central	422	3.8	16	2.4
West South Central	562	5.1	27	4.1
West-Mountain	398	3.6	26	4.3
West-Pacific	940	8.5	68	10.3
Totals	11,053	100.0	658	100.0

[1] The *Census Regions of United States* are: New England: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont.

Compiled from Bulletin 1925, Number 41—United States Bureau of Education, "Statistics of City School Systems, 1923-1924"—Table 7 (total number cities in study 773).

TABLE 19

Distribution of Principals According to Size of Cities

Cities of Population	Principals and Supervisors	Per Cent	Number of Principals in Study	Per Cent
Over 100,000	4,937	44.5	381	58.0
30,000–100,000	2,990	27.5	145	22.0
10,000–30,000	3,126	28.0	99	15.0
Under 10,000	—	—	33	5.0
Totals	11,053	100.	658	100.0

Compiled from Bulletin 1925, Number 41—United States Bureau of Education, "Statistics of City School Systems, 1923–1924"—Table 7 (total number cities in study 773).

TABLE 20

Showing the Highest Institution of Which the Elementary School Principals Were Graduates

Institution	No. of Cases	Percentages
High School	71	10.8
Normal School	224	34.2
Academic College	172	26.1
College of Education	164	24.9
Non-graduate	22	3.3
No Answer	5	.7
Totals	658	100.0

Middle Atlantic: New Jersey, New York, Pennsylvania.
East North Central: Illinois, Indiana, Michigan, Ohio, Wisconsin, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota.
South Atlantic: Delaware, District of Columbia, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, West Virginia.
East South Central: Alabama, Kentucky, Mississippi, Tennessee.
West South Central: Arkansas, Louisiana, Oklahoma, Texas.
Mountain: Arizona, Colorado, Idaho, Montana, New Mexico, Nevada, Utah, Wyoming.
Pacific: California, Oregon, Washington.

TABLE 21

DEGREES HELD BY ELEMENTARY PRINCIPALS

DEGREE	NO. OF CASES	PERCENTAGE
B.A.	116	
B.S.	56	
B.Ph.	27	
B.Ped.	3	
B.L.L.	5	
B.E.	1	
Total	208 [1]	31.7
M.A.	112	
M.S.	8	
M.Ph.	4	
M.L.	2	
M.Ped.	1	
M.Ed.	1	
Total	128 [2]	19.4
Ph.D.	7	
D.L.	1	
Total	8	1.2
No Degree	311	47.3
No Answer	3	.4
Totals	658	100.0

TABLE 22

DATES OF THE HIGHEST DEGREES HELD BY THE ELEMENTARY SCHOOL PRINCIPALS

DATE	NO. OF CASES	DATE	NO. OF CASES
1875–1879	1	1910–1914	48
1880–1884	7	1915–1919	51
1885–1889	13	1920–1924	98
1890–1894	9	1925–	40
1895–1899	17	No answer	4
1900–1904	31		
1905–1909	25	Total	344

Median = 1916 Q^1 = 1905 Q^3 = 1923

[1] Nine granted by normal schools.

[2] One granted by normal schools.

TABLE 23

NUMBER OF ELEMENTARY PRINCIPALS WHO HAD RECEIVED DEGREES SINCE THEY BECAME PRINCIPALS

DEGREE	INSTITUTION	NO. OF CASES
Bachelor	Normal School	7
Bachelor	College	62
Master	Normal School	1
Master	College	59
Doctor	College	4
Total		133
Percentage of all principals		20.2

TABLE 24

NUMBER OF YEARS OF EXPERIENCE OF PRINCIPALS AS ELEMENTARY TEACHERS

NO. OF YEARS' EXPERIENCE	NO. OF CASES	NO. OF YEARS' EXPERIENCE	NO. OF CASES
0– 4	225	30–34	10
5– 9	116	35–39	10
10–14	90	40–44	2
15–19	83	45–49	0
20–24	56	50–54	1
25–29	28	No Reply	37
		Total	658

Median = 8 years Q^1 = 2 years Q^3 = 17 years

Of 86 principals having no experience as elementary teachers, 62 had had experience as high school teachers or principals, 16 as superintendents and 8 in other capacities.

TABLE 25

NUMBER OF YEARS OF EXPERIENCE OF REPORTERS AS PRINCIPALS OF ELEMENTARY SCHOOLS

No. of Years' Experience	No. of Cases	No. of Years' Experience	No. of Cases
0– 4	135	30–34	25
5– 9	171	35–39	10
10–14	116	40–44	11
15–19	87	45–49	2
20–24	61	No Answer	9
25–29	31	Total	658

Median = 11 years Q^1 = 5.8 years Q^3 = 19.1 years

TABLE 26

NUMBER OF YEARS OF REPORTERS AS PRINCIPALS IN PRESENT POSITIONS

No. of Years	No. of Cases	No. of Years	No. of Cases
0– 4	238	30–34	12
5– 9	168	35–39	7
10–14	110	40–44	6
15–19	54	45–49	2
20–24	30	No Answer	7
25–29	24	Total	658

Median = 6 years Q^1 = 3.4 years Q^3 = 13.9 years

TABLE 27

NUMBER OF TEACHERS UNDER THE SUPERVISION OF THE ELEMENTARY PRINCIPALS

No. of Teachers	No. of Cases	No. of Teachers	No. of Cases
3– 4	12	55–59	6
5– 9	63	60–64	4
10–14	109	65–69	1
15–19	117	70–74	3
20–24	132	75–79	1
25–29	73	90–99	2
30–34	42	95–99	1
35–39	31	100–104	2
40–44	17	105–109	1
45–49	11	No Answer	13
50–54	17		
		Total	658

Median = 20 teachers
Modes = 16 and 23 teachers
Q^1 = 14 teachers
Q^3 = 28 teachers

TABLE 28

NUMBER OF HOURS PER WEEK DEVOTED TO REGULAR TEACHING DUTIES BY ELEMENTARY PRINCIPALS

No. of Hours	No. of Cases	No. of Hours	No. of Cases
1– 4	50	25–29	13
5– 9	50	30–34	7
10–14	19	35–39	1
15–19	9		
20–24	15		164
		Not Teaching	485
		No Answer	9
		Total	658

Percentage Teaching = 25.3

TABLE 29

NUMBER OF ELEMENTARY PRINCIPALS HAVING ASSISTANCE

	No. of Principals	Percentage
One or More Full-time Assistant Principals...	131	19.9
One or More Part-time Assistant Principals..	32	4.8
One or More Full-time Office Clerks.....	239	36.3
One or More Part-time Office Clerks.....	78	11.8

TABLE 30

DIFFERENT SCHOOL OFFICIALS WHOM THE ELEMENTARY SCHOOL PRINCIPALS REPORTED AS GIVING ASSISTANCE IN IMPROVEMENT OF INSTRUCTION

School Official	No. of Principals Reporting	Percentage of Reports
Superintendent.....	318	49.6
Assistant Superintendent.....	327	51.0
Primary Supervisor.....	352	54.9
Intermediate Supervisor.....	164	25.5
Upper Grade Supervisor.....	81	12.6
Penmanship Supervisor.....	391	61.0
Music Supervisor.....	603	94.0
Drawing Supervisor.....	563	87.6
Industrial Arts Supervisor.....	213	33.2
Home Economics Supervisor.....	236	36.8
Normal Training Supervisor.....	251	39.1
Physical Education Supervisor.....	512	79.8

TABLE 31

School Officials Whom the Elementary Principals Reported as Giving the Greatest Assistance in Improving Instruction

School Official	No. of Principals Reporting	Percentage of Reports
Superintendent	134	28.0
Assistant Superintendent	108	22.5
Primary Supervisor	126	26.3
Intermediate Grade Supervisor	32	6.7
Upper Grade Supervisor	8	1.7
Penmanship Supervisor	21	4.4
Music Supervisor	21	4.4
Drawing Supervisor	17	3.6
Industrial Arts Supervisor	4	.8
Home Economics Supervisor	1	.2
Manual Training Supervisor	1	.2
Physical Education Supervisor	5	1.0
Director of Research	1	.2
Total	479	100.0

TABLE 32

Yearly Salaries of Elementary Principals

Yearly Salary	No. of Cases	Yearly Salary	No. of Cases
$1200– 1499	14	$4500–$4999	77
1500– 1990	60	5000– 5499	19
2000– 2499	105	——	—
2500– 2999	145	6000– 6499	1
3000– 3499	101	6500– 6999	1
3500– 3999	75	No Answer	11
4000– 4499	49		
		Total	658

Median = $2944 (computed for intervals of $100)

TABLE 33

FREQUENCY OF NET GAIN OR LOSS IN "YES" ANSWERS BY APPLYING CORRECTION FACTOR

No. of Yes Answers	No. of Cases of Gain	No. of Cases of Loss	No. of Yes Answers	No. of Cases of Gain	No. of Cases of Loss
21	11	16	144	3	4
22	16	9	154	—	1
41	11	13	164	2	2
44	6	6	176	—	2
62	8	6	185	1	—
66	3	9	198	—	3
82	4	6	206	1	3
88	2	8	226	—	1
103	—	8	242	—	1
110	—	3	264	—	1
123	4	6	267	—	1
132	—	2		—	—
			Total	72	111

Average Net Gain — 63 Average for all
Average Net Loss — 83 activities — 66
No activities without loss or gain — 25

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